

University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Living Justly in God's World L8			
Code: THEO08023	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			
<p>This fast-paced module seeks to introduce the major themes in Christian theology and ethics. Divided into two foci, the class looks at the nature and being of God and investigates how understanding who God is helps us to consider how humans, should live in the created world. Through class discussion, reading and analysis of theological texts, and interaction with real life scenarios, this class helps students begin to build their own theological and ethical framework.</p> <p>Major theological themes covered include, the doctrine of the Trinity, Christology, Creation, Atonement, Sin and Evil, and the major ethical theories include Utilitarianism, Deontology, and Virtue / Narrative ethics.</p>			

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"/>

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 and understanding of the systematic structure of the main doctrines and narrative context of Christian faith with specialist knowledge in some of these areas.
L2	Using language and grammar appropriate to the level and with academic integrity, evaluate and synthesise arguments that are essential to the disciplines of Christian theology and ethics.
L3	Undertake critical analysis of a range of ethical positions as they relate to Christianity, with an appreciation of the theological implications for each position.
L4	Demonstrate, verbally and in writing, the ability to explore complex ethical issues in depth, and how to implement an ethical and pastoral approach to them.
	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>Working with knowledge that is embedded in the main theories, concepts and principles of theology and ethics with some specialist knowledge in some of these areas.</p> <p>Discerning understanding of the difference between ethical decisions and their theological implications based on evidence / reason and those based on unfounded belief, and of the importance of this difference.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 8</p> <p>Applying ethical theories to real-to-life scenarios. Practicing theological theories in pastoral settings.</p>
Generic Cognitive skills	SCQF Level 8

	Using a range of theological concepts and ethical approaches to evaluate and critically analyse contemporary issues in church and wider contexts.	
Communication, ICT and Numeracy Skills	<p>SCQF Level 8</p> <p>Communicating complex ethical arguments and theological ideas in a coherent and logical form.</p> <p>Using a range of ways to and engage with and communicate complex ethical and theological ideas in Christians and non-Christian settings.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 8</p> <p>Communicating complex ethical arguments and theological ideas in a coherent and logical form.</p> <p>Using a range of ways to and engage with and communicate complex ethical and theological ideas in Christians and non-Christians settings.</p>	
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.	
<p>Learning Activities</p> <p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
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:

Astley, Jeff. *Christian Doctrine* (London: SCM Press, 2010).

Migliore Daniel L. *Faith Seeking Understanding*, (Cambridge: Eerdmans Publishing, 2014). Jeff Astley, *Christian Doctrine*, (London: SCM Press, 2010).

McGrath, Alister. *Christian Theology: An Introduction*, (Oxford: Blackwell Publishing, 2001). Neil Messer, *Christian Ethics* (London: SCM, 2006).

Sandel, Michael. *Justice: What's the Right Thing to Do?*, (London: Penguin Books, 2010).

Wells, Samuel and Ben Quash, *Introducing Christian Ethics* (Oxford: Wiley and Sons, 2017).

(**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	1.02 Updated Bibliography, External Examiner, Assessment Weighting, Assessment Outcome Grid

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: Essay 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
Essay	✓	✓	✓		70	0

Combined Total for All Components					100%	0 hours
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