Module Descriptor

Title	WBL and Interpersonal Skills L8		
Session	2026/27	**Status**	Active
Code	THEO08031	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and 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	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☐	☒	☒	☐

[1] 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.

[2] 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.

[3] 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.

[4] 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

Campuses for Module Delivery	☐ Ayr ☐ Dumfries		☐ Lanarkshire ☐ London ☒ Paisley		☒ Online / Distance Learning ☐ Other (specify)	
Terms for Module Delivery	Term 1	☒	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
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.
L5	n/a

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 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 8** Discerning and formulating appropriate responses to human need. Utilising a number of core competencies associated with ministry and vocation.
Generic Cognitive skills	**SCQF 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 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 8** Time management in fulfilling a number of tasks which at times require prioritizing. Self motivation and personal initiative in pursuing independent learning.

Prerequisites	**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** (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	64
Independent Study	64
Work-based Learning	60
n/a	
TOTAL	200

Indicative Resources
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.

For the purposes of this module, academic engagement equates to the following:
Students must attend scheduled sessions, complete learning activites 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

Divisional Programme Board	**Education**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **No** **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.**
School Assessment Board	Divinity
Moderator	I Birch
External Examiner	S Holmes
Accreditation Details	None
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	3 Module delivery methods updated to reflect new UWS categories; Change of moderator; 4 change of external examiner; change to assessments and weightings

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Assessment: Portfolio (70%)
Assessment 2
Essay 30%

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**
Portfolio	☒	☒	☒	☒	☐	70	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☐	☒	☐	☐	☐	30	

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
n/a	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	**When**	**Who**
Module delivery methods updated to reflect new UWS categories	Feb 2025	E. Bell
Change of moderator	Feb 2025	E Bell
Change of external examiner; Change to assessments and weightings	Mar 2026	E Bell