

University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Directed Learning 9 Theology			
Code: THEO09006	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	I Birch		
Summary of Module			
<p>This module is only available as an option within the BD Programme if certain criteria are met and requires the approval of the Programme Leader.</p> <p>This module provides an opportunity for students to choose an area of theological study relevant to their vocational or academic interests. A learning agreement will be formulated indicating the parameters of the subject to be studied, the approach to be taken, and the specific supervision and requirements in order to utilise the guidance of the module co-ordinator. The Module Co-ordinator will ensure that early in the module the student is guided towards key texts, significant resources and relevant avenues of research. The precise area for study will be the focus of a portfolio including the learning Agreement and other written or project assessments of no more than 4,500 words.</p> <p>As this is a directed learning module, students are expected at Level 9 to demonstrate initiative, a capacity for independent learning and self-motivation in research, a conscientious fulfilling of the learning agreement, and submitted work characterized by a broad integrated knowledge of the chosen subject with evidence of analytic and critical thinking in the use of sources and argumentation.</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 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	Demonstrate ability to conduct personal research and to select and organise information relevant to the chosen subject area, so as to evidence an integrated knowledge and understanding of the subject, with evidence of some creative and evaluative thought.
L2	Negotiate and compile a learning agreement indicating the subject area to be studied, the methodological approach to be taken, the form of assessment to be submitted, and the bibliographic base to be consulted.
L3	Compile a portfolio of researched material which gives evidence of integrative learning, some capacity for independent learning, good knowledge management, and co-operative engagement with academic guidance.

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 9</p> <p>Researching, selecting, organizing material in constructing sound argumentation thereby demonstrating broad cognitive control of the knowledge appropriate to the subject area.</p> <p>Integrative knowledge of some of the various fields of theological discipline including biblical, pastoral, historical and theological studies.</p>
Practice: Applied Knowledge and Understanding	SCQF Level 9

	<p>Some capacity for theological reflection and the application of prior theological learning to specific issues as indicated in the learning agreement which underpins the module.</p> <p>Initial research procedures including bibliographic compilation of relevant resources, negotiating a practicable and appropriate learning agreement.</p>	
Generic Cognitive skills	<p>SCQF Level 9</p> <p>Identifying an area of personal interest and demonstrate ability in formulating and defending a research proposal with some guidance and supervision.</p> <p>Consolidation and integration of knowledge to evidence that some prior learning has been exploited in the pursuit of new learning.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 9</p> <p>Search for and identify items of bibliographic support for a proposed research project.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 9</p> <p>Holding oneself accountable for one's own learning, supported as appropriate by the module co-ordinator, and such learning demonstrated in substantial written form.</p> <p>Management of time to ensure a learning agreement with fixed deadlines is fulfilled.</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.

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)
Tutorial/Synchronous Support Activity	12
Independent Study	188
	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:

As part of the Learning Agreement, several books, or other written resources will be chosen to underpin the written project. These must be used and referenced in the submitted work.

(*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	L Toth
External Examiner	C Gardiner
Accreditation Details	None
Changes/Version Number	3.03 Blended Learning Added to module Delivery 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: Portfolio of Written Work 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)

Component 1					
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of written work	✓	✓	✓	100	12

Combined Total for All Components				100%	12 hours
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