



## Module Descriptor

Title	Creative Mission in a Changing Culture L9		
Session	2025/26	Status	Inactive
Code	THEO09008	SCQF Level	9
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	G Meiklejohn		
<b>Summary of Module</b>			
<p>This module will comprise an in-depth introduction to the predominant ways in which the Christian community has understood and practiced ‘mission’ with a view to enabling the informed development of mission strategies that take account of the historic Christian tradition while also being relevant to the emerging shape of diverse local cultures in the 21st century. The combination of biblical and theological perspectives with insights from the social sciences provides a matrix for critical reflection on a range of contemporary expressions of Christian mission so as to form a credible basis for practical mission strategies in a local church context.</p>			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input type="checkbox"/>		<b>Hybrid<sup>2</sup></b> <input checked="" type="checkbox"/>		<b>Online<sup>3</sup></b> <input checked="" type="checkbox"/>		<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries		<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley		<input checked="" type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)		
<b>Terms for Module Delivery</b>	Term 1	<input type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>	

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>
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<b>Learning Outcomes</b>	
<b>L1</b>	Understand and critically evaluate the nature of cultural change in relation to the spiritual search of contemporary culture.
<b>L2</b>	Utilise insights from the social sciences as well as biblical, theological and other historical resources in understanding the opportunities for a new missional engagement.
<b>L3</b>	Identify both traditional and innovative models of mission and demonstrate a discerning knowledge of how each may function in relation to diverse historical and cultural contexts
<b>L4</b>	Demonstrate advanced skills in reflective practice and cross-cultural theological reflection through a critical understanding of contemporary missional initiatives in the global north.
<b>L5</b>	Autonomously exercise transferable skills in strategic planning through the identification and construction of a missional project relevant to their own local context.

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<p><b>SCQF 9</b></p> <p>A broad and integrated knowledge of the core theories, concepts, and principles of mission as a practice of the Church.</p> <p>A critical understanding with some detailed knowledge of variety in mission as related to variables such as theology and context.</p>
<b>Practice: Applied Knowledge and Understanding</b>	<p><b>SCQF 9</b></p> <p>Critically evaluate in some detail a range of mission practices.</p> <p>Devising their own mission strategy negotiating a number of the complex issues involved.</p>
<b>Generic Cognitive skills</b>	<p><b>SCQF 9</b></p> <p>Drawing on a range of sources to present an advanced strategy in keeping with the core theories, concepts, and principles of the discipline.</p>
<b>Communication, ICT and Numeracy Skills</b>	<p><b>SCQF 9</b></p> <p>Evaluative of secondary literature, IT applications and online resources for assessment material.</p>
<b>Autonomy, Accountability and Working with Others</b>	<p><b>SCQF 9</b></p> <p>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.</p> <p>Autonomy, initiative, and responsibility in individual and group project work.</p>

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	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(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	24
Independent Study	140
n/a	
n/a	
<b>TOTAL</b>	<b>200</b>

Indicative Resources
<p><b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b></p> <p>Croft, Steven (ed), Mission-shaped Questions (London: Church House Publishing, 2008)</p> <p>Drane, John, After McDonaldization: Mission, Ministry, and Christian Discipleship in an Age of Uncertainty (London: DLT, 2008)</p> <p>Hollinghurst, Steve, Mission Shaped Evangelism (Norwich: Canterbury Press, 2010)</p> <p>Moynagh, Michael, Church for Every Context: An Introduction to Theology and Practice (London: SCM Press, 2012)</p> <p>Roxburgh, Alan J &amp; M Scott Boren, Introducing the Missional Church (Grand Rapids: Baker Books, 2009) Simpson, Ray, St Aidan's way of mission: Celtic insights for a post-Christian world (Oxford: BRF, 2016) Smith, David, Mission After Christendom (London: DLT, 2003)</p> <p>Van Gelder, Craig &amp; Dwight J Zscheile, The Missional Church in perspective (Grand Rapids: Baker Academic 2011)</p> <p>Volland, Michael, The Minister as Entrepreneur: leading and growing the church in an age of rapid change (London: SPCK, 2015)</p> <p>Wright, Christopher J H, The Mission of God: unlocking the Bible's grand narrative (Nottingham: IVP, 2006)</p>
<b>(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)</b>

### 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 activities 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

<b>Divisional Programme Board</b>	<b>Education</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <b>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.</b>
<b>School Assessment Board</b>	Divinity
<b>Moderator</b>	I Birch
<b>External Examiner</b>	C Gardiner
<b>Accreditation Details</b>	None
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	3 Module delivery methods updated to reflect new UWS categories;

**Assessment (also refer to Assessment Outcomes Grids below)**

**Assessment 1**

Book reviews 30%
<b>Assessment 2</b>
Practical Report 70%
<b>Assessment 3</b>
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.)

<b>Component 1</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Review/ Article/ Critique/ Paper	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30	0

<b>Component 2</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Report of practical/ field/ clinical work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	70	1

<b>Component 3</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
n/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Combined total for all components</b>						100%	1 hours

### Change Control

<b>What</b>	<b>When</b>	<b>Who</b>
Module delivery methods updated to reflect new UWS categories	Feb 2025	E Bell