



## Module Descriptor

<b>Title</b>	Spiritual Formation L9		
<b>Session</b>	2025/26	<b>Status</b>	Active
<b>Code</b>	THEO09017	<b>SCQF Level</b>	9
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	10
<b>School</b>	Education and Social Sciences		
<b>Module Co-ordinator</b>	M Carson		
<b>Summary of Module</b>			
<p>This module explores Christian spirituality from a number of perspectives, and does so by enabling the student to engage with the theological and practical dimensions of the Christian spiritual tradition. The nature of spirituality is explored by examining biblical principles, surveying historical movements and identifying modern influences.</p> <p>The dynamics and disciplines of the spiritual life, as expressed in the Christian tradition are then explored with worksheets, lectures, seminars and group work so that the student learns at both a theoretical and practical level. Spiritual disciplines and their contribution to personal growth are studied, and these include meditation, spiritual direction, self-examination, worship, prayer, intercession, solitude, listening to God, the dark night of faith, discipline, suffering and service. The relation between spirituality and justice and social ethics is also explored.</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)	

<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>Terms for Module Delivery</b>	Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
<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"/>

<b>Learning Outcomes</b>	
<b>L1</b>	Demonstrate a clear knowledge, with detail in some areas, of the nature and maintenance of spiritual life in the context of Christian scripture and history.
<b>L2</b>	Demonstrate a critical appreciation of the relationship between the nature, dynamics and processes of spirituality, personal formation, and social transformation through ethical practices.
<b>L3</b>	Present with self-awareness and assess with self-criticism, their own experience of a variety of spiritual disciplines and methodologies for maintaining individual and corporate spiritual development.
<b>L4</b>	Demonstrate knowledge and critical appreciation of, and respectful understanding of, spiritual traditions other than the student's own.
<b>L5</b>	n/a

<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>Understanding the theology and nature of spiritual life and experience within the Christian tradition.</p> <p>Reading classic spiritual texts with both critical appraisal and appreciative appropriation of their teaching for contemporary readers.</p> <p>Make integrative connections between theological, experiential and historical truth.</p>
<b>Practice: Applied Knowledge and Understanding</b>	<p><b>SCQF 9</b></p> <p>Understanding and practicing formative habits of spiritual life.</p> <p>Other awareness and respect for the dignity and value of each human being Self awareness and self management through learned habits of self-monitoring.</p>
<b>Generic Cognitive skills</b>	<p><b>SCQF 9</b></p> <p>Formulating and conveying to others observations from personal experience, scholarly research and group discussion.</p> <p>Developing attitudes of compassion, understanding and empathy for the experience of others.</p> <p>Critical and analytic ability in handling texts, responding to accounts of others experience, and contributing to group discussion.</p>
<b>Communication, ICT and Numeracy Skills</b>	<p><b>SCQF 9</b></p> <p>Listening to the views and experiences of others without judgmental responses and with respect for the variety of human spiritual experience.</p>

	Use of IT for research, accessing online resources and in keeping a regular Journal for personal development.
<b>Autonomy, Accountability and Working with Others</b>	<p><b>SCQF 9</b></p> <p>Respecting, treating in confidence, and hearing the views of others in areas of personal experience.</p> <p>Intellectual humility both in expressing their own views and in hearing the views and experiences of others.</p>

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>	
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.	
<b>Learning Activities</b>	<b>Student Learning Hours</b>
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>

<b>Indicative Resources</b>
<p><b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b></p> <p>Boa, Kenneth, Conformed to His Image: Biblical and Practical Approaches to Spiritual Formation (Grand Rapids: Zondervan, 2001).</p> <p>Chan, Simon, Spiritual Theology: A Systematic Study of the Christian Life (Downers Grove/Leicester: InterVarsity Press, 1998).</p> <p>Collins, Kenneth J. (ed.), Exploring Christian Spirituality: An Ecumenical Reader (Grand Rapids: Baker Books, 2000).</p> <p>Foster, Richard J., Streams of Living Water: Celebrating the Great Traditions of Christian Faith (New York: HarperSanFrancisco, 2001).</p> <p>Gordon, James M., Evangelical Spirituality (London: SPCK, 1991).</p>

McGinn, Bernard; Meyendorff, John (eds.), Christian Spirituality: [vol.1] Origins to the Twelfth Century (World Spirituality, vol.16; New York: Crossroad, 1997).

Raitt, Jill, (ed.), Christian Spirituality: [Vol.2] High Middle Ages and Reformation (London: SCM Press; New York: Crossroad, 1988).

Saliers, Don E. Dupre, Louis;(eds), Christian Spirituality: [Vol.3] Post-Reformation and Modern (World Spirituality, vol.18; London: SCM Press, 1990).

**(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 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 Change of module co-ordinator; Module delivery methods updated to reflect new UWS categories

<b>Assessment (also refer to Assessment Outcomes Grids below)</b>	
<b>Assessment 1</b>	
Book review 40%	
<b>Assessment 2</b>	
Portfolio 60%	
<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	40	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>
Portfolio of written work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	60	0

<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%	0 hours

#### Change Control

<b>What</b>	<b>When</b>	<b>Who</b>
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Module delivery methods updated to reflect new UWS categories	Feb 2025	E Bell
Change of module co-ordinator	Feb 2025	E Bell