

## University of the West of Scotland

## Module Descriptor

Session: 2024/25

<b>Title of Module: WBL &amp; Personal Development L9</b>			
<b>Code: THEO09034</b>	<b>SCQF Level: 9 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Education & Social Sciences		
<b>Module Co-ordinator:</b>	G Meiklejohn		
<b>Summary of Module</b>			
<p>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.)</p> <p>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.</p> <p>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.</p> <p>Students are encouraged to choose a placement which will help their personal development – either in an unfamiliar context or a new role.</p>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

<b>Campus(es) for Module Delivery</b>
---------------------------------------

The module will <b>normally</b> 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	Show diligence and professional commitment to their own personal development in a WBL placement setting through skill development, journaling, and theological reflection.
L2	Demonstrate their working knowledge of a variety of key competences and skills in their chosen field of ministry or practice, through undertaking specific tasks in a WBL environment.
L3	Evidence a mature capacity to apply theological learning to personal work experience, and reflect theologically through applying weekly formative feedback and self-critically on the vocational realities of that experience..
L4	Discuss, with critical analysis, particular issues related to their area of personal vocational interest as experienced in the WBL placement context.
Employability Skills and Personal Development Planning (PDP) Skills	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level <b>9</b>  Critical understanding of a range of theological concepts as they pertain to the students' WBL context.  Theological and self-critical reflection on the personal demands of their own vocational practice.
Practice: Applied Knowledge and Understanding	SCQF Level <b>9</b>

	<p>Discerning and formulating, with critical self-awareness, appropriate ways to progress their own vocational development.</p> <p>Utilising, with significant facility in some areas, a number of core competencies associated with ministry and vocational responses to human need.</p>	
Generic Cognitive skills	<p>SCQF Level <b>9</b></p> <p>Critical analysis and reflective practice on routine and situational tasks as these arise in the context of ministry, drawing on a range of sources.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level <b>9</b></p> <p>Evidenced skill in interpersonal relationships requiring negotiated positions, such as arise in organizing and resourcing a faith community.</p> <p>Use of ICT and other resources to carry out the agreed WBL tasks and to research and write about aspects of the WBL experience requiring further reflection or action.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level <b>9</b></p> <p>Work, with guidance, with specialist practitioners. Exercise mutual accountability when working with others in a wider group, as for example in a religious community.</p> <p>Time management, self motivation and personal initiative in pursuing independent learning.</p>	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<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>	
<p><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></p>	
<p><b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours)</p>

	and hours spent on other learning activities)
Lecture/Core Content Delivery	6
Tutorial/Synchronous Support Activity	6
Work Based Learning/Placement	60
Asynchronous Class Activity	64
Independent Study	64
	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:

Patton, J., Woodward, S., and Pattison, S. The Blackwell Reader in Pastoral and Practical Theology (Oxford: Blackwell, 2000)

Graham, Elaine L. Transforming Practice: Pastoral Theology in an Age of Uncertainty. Eugene: Wipf and Stock Publishers, 2002.

Graham, Elaine, Heather Walton and Frances Ward. Theological Reflections: Methods. London: SCM Press, 2005.

(\*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

<b>Divisional Programme Board</b>	Education
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Divinity
<b>Moderator</b>	L Toth
<b>External Examiner</b>	C Gardiner
<b>Accreditation Details</b>	None
<b>Changes/Version Number</b>	1

#### 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: Portfolio 80%

Assessment 2: Presentation 20%

(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)**

<b>Component 1</b>						
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Portfolio of written work	✓	✓	✓		80	0

<b>Component 2</b>						
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Presentation			✓	✓	20	1

<b>Combined Total for All Components</b>					<b>100%</b>	<b>1 hours</b>
--	--	--	--	--	-------------	----------------