University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Directed Learning 10 Theology			
Code: THEO10005	SCQF Level: 10 (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
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.   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 utilize the guidance of the module co-ordinator.   An agreed Portfolio of assessments may include several elements as indicated in section 10 of the Descriptor. The precise area for study will be the focus of a substantial written assessment of a size appropriate to Module level and the UWS Assessment Handbook (approx 5,000 words)   As this is a directed learning module, students are expected at Level 10 to demonstrate creativity and initiative, a commitment to independent learning and self-motivation in research, a conscientious fulfilling of the learning agreement, and work characterized by critical, evaluative and analytic thinking.

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
☐	☐	☒	☒	☐	☐
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:
☒	☐	☐	☐	☐	☒	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☒	Term 2	☒	Term 3	☒

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, and ability to think creatively and critically in interaction with secondary sources.
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 critical and creative thinking, good knowledge management, independent learning and effective exploitation of 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)	SCQF Level **10** Researching, selecting, organizing material in constructing sound argumentation thereby demonstrating analytic skills and cognitive control of the knowledge appropriate to the subject area. Integrative and analytic knowledge in some of the various fields of theological discipline including biblical, pastoral, historical and theological studies.

Practice: Applied Knowledge and Understanding	SCQF Level **10**
	Theological reflection and the application of theological learning to specific issues as indicated in the learning agreement which underpins the module.
	Initial research procedures including bibliographic compilation of relevant resources, negotiating a practicable and appropriate learning agreement.
Generic Cognitive skills	SCQF Level **10**
	Identifying an area of personal interest and demonstrate ability in formulating and defending a research proposal.
	Consolidation and integration of knowledge to enable prior learning to be exploited in the pursuit of new learning.
Communication, ICT and Numeracy Skills	SCQF Level **10**
	Search for and identify items of bibliographic support for a proposed research project.
Autonomy, Accountability and Working with others	SCQF Level **10**
	Holding oneself accountable for one's own learning, supported as appropriate by the module co-ordinator, and such learning demonstrated in substantial written form.
	Management of time to ensure a learning agreement with fixed deadlines is fulfilled.

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 and/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 ☐ No ☒
School Assessment Board	Divinity
Moderator	L Toth
External Examiner	C Gardiner
Accreditation Details	None
Changes/Version Number	3.03 External Examiner updated Blended Learning method added

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