

University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Dissertation Level 10			
Code: THEO10006	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			
<p>This is a double module that requires the student to produce a 10,000 -15,000 word dissertation on a topic of their choice. The topic must be relevant to the degree programme being followed, and so is expected to fall in some area of biblical, theological and/or historical research. The particular choice of the topic is chosen by the student, but the academic staff will provide appropriate guidance. At the initial stages of the module, students are required to submit a dissertation proposal which includes a chosen provisional title, brief abstract, some indicative bibliography and provisional indication of chapter contents.</p> <p>The Dissertation gives the student the opportunity to demonstrate research skills, utilize a range of published and electronic resources, give evidence of analytic and critical thinking, and the capacity to integrate and apply previous learning.</p> <p>While the student is expected to work independently and to use their own initiative, the project is supported by supervision and peer review seminars.</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 type="checkbox"/>
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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 maturity and facility in the use of primary research skills such as referencing, bibliographic control, and producing a substantial piece of work to publication standards of presentation.
L2	Evidence capacity to develop and confirm relevant hypotheses by demonstrating breadth and depth of reading, critical evaluation, integration of prior modular learning and confident ability in argumentation.
L3	Demonstrate creative and imaginative thought, showing both independence and originality, combined with ability to exploit and synthesize secondary material, resulting in a coherent research project.
L4	Demonstrate conscientious commitment to working with agreed deadlines for the proposal, the milestone stages of writing as indicated in the contents section, and ability to fulfill the time-management disciplines that undergird a substantial writing project.

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 10 Having an integrated knowledge and understanding of the Christian religious tradition from biblical, pastoral and theological perspectives.</p> <p>Discussion of issues, concepts and theories that arise from theological study, and to do so with mature confidence and intellectual competence.</p>
Practice: Applied Knowledge and Understanding	SCQF Level 10

	<p>Writing a substantial research project which exploits and applies existing learning.</p> <p>Using existing knowledge to build towards new learning and understanding expressed with theological precision and literary competence.</p>	
Generic Cognitive skills	<p>SCQF Level 10</p> <p>Overall competence in identifying, selecting, organizing and presenting information related to complex ideas in relevant areas of theological research.</p> <p>Use of primary and secondary resources, excavating each appropriately in order to educe relevant information.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 10</p> <p>Accessing resources from library, Internet and through peer discussion and review.</p> <p>Effective use of ICT in preparing and finishing a substantial research project to high standards of scholarly writing.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 10</p> <p>Collaborative learning through supervision, independent and directed learning.</p> <p>Taking initiatives in chasing ideas, following informational clues, maintaining intellectual curiosity, in order to sustain and complete a major writing project.</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	Must have evidence of Level 9 completion or equivalent
Co-requisites	Module Code:	Module Title:

Learning and Teaching	
<p>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.</p>	
<p>Learning Activities During completion of this module, the learning activities</p>	<p>Student Learning Hours (Normally totalling 200 hours):</p>

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	20
Tutorial/Synchronous Support Activity	10
Independent Study	370
	400 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:

Sources and resources will arise out of the student's proposal and the supervisor's guidance.

(*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	3.04 Mode of delivery

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: Dissertation 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)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Dissertation/ Project report/ Thesis	✓	✓	✓	✓	100	15

Combined Total for All Components					100%	15 hours
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