

University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Reconciliation 10			
Code: THEO10014	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>Christian approaches to reconciliation seek to balance theology and ethics, convictions and practices. In a fragmented and unequal world, increasingly affected by forces of globalisation, the practices and processes of reconciliation are mediating, informed by justice, and intentionally peaceful. Such approaches for Christians are rooted in theological convictions about the story of God as told in the Christian Scriptures, and as embodied in the lives of Christian people and communities.</p> <p>This module explores key theological and ethical concepts such as reconciliation and justice, conflict and peacemaking, exclusion and inclusion of friend and enemy, offence and forgiveness, difference and the definition of 'the other'. The module seeks to earth such concepts in practices and embodied examples of individuals and communities such as Martin Luther King, Desmond Tutu and the Truth and reconciliation process and Mennonite peacemaking. Throughout the module the theology and practices of reconciliation are applied to political, church and community contexts, informed by biblical and theological ethics, Baptist theology and contemporary reflection on mission.</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 checked="" type="checkbox"/>	Add name				

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	<input checked="" type="checkbox"/>	Term 2	<input 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 specialist knowledge of ethical and theological concepts relating to the theology and practice of reconciliation and employ them integratively and convincingly in ethical discussion and articulation in written form.
L2	Formulate and defend the case for conciliatory practices and peace-making, using critically evaluated biblical, ethical and biographical evidence.
L3	Demonstrate specialist knowledge and critical understanding of Christian doctrines and evaluate how far, key concepts such as divine love, creation, human sin, the incarnation death and resurrection of Christ give ethical content and impetus to a 'ministry of reconciliation'.
L4	Undertake critical analysis of the challenges and limitations in applying the theology and practice of reconciliation to specific cases of individual, community, ethnic or national conflict.

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 Be able to explain and critically evaluate some of the key concepts in the study and articulation of the theology and practices of Christian reconciliation. Be familiar with some of the main principles and practices involved in enabling and supporting conciliation.
Practice: Applied Knowledge and Understanding	SCQF Level 10

	<p>Be able to apply to situations of conflict and grievance, critically appropriated insights from biblical, historical and contemporary sources.</p> <p>Be able to use with some confidence some of the principles and convictions of conciliation in evaluating and responding positively to contested situations.</p>	
Generic Cognitive skills	<p>SCQF Level 10</p> <p>Identify, analyse and evaluate contested situations and formulate constructive responses or options towards resolution based on a clear grasp of Reconciliation practices.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 10</p> <p>Use a range of IT and other resources to develop, inform and enhance ethical argumentation.</p> <p>Able to make and present a mature and themed project on some aspects of reconciliation using a range of IT resources to enhance the work.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 10</p> <p>Participate with confidence in ethical debate on contested perspectives.</p> <p>Research, formulate and defend with confidence and evidenced critical thought, an informed and responsible viewpoint on situations of conflicted and possible resolutions.</p>	
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)
Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	12
Asynchronous Class Activity	24
Independent Study	140
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Abbuelaish, I., I Shall Not Hate (London; Bloomsbury, 2011)</p> <p>Carmichael, Kay, Forgiveness and Sin. New Choices in a Changing World (Ashgate, 2003).</p> <p>Jones, L. G., Embodying Forgiveness. A Theological Analysis (Grand Rapids: Eerdmans, 1995)</p> <p>Lederach, J. P., The Moral Imagination. The Art and Sould of Building Peace (OUP, 2010)</p> <p>Swartley, W., Covenant of Peace (Grand Rapids: Eerdmans, 2006)</p> <p>Volf, M., Free of Charge. Giving and Forgiving in a Culture Stripped of Grace (Grand Rapids: Zondervan, 2005)</p> <p>Volf, M., Exclusion and Embrace (Nashville: Abingdon Press, 1996)</p> <p>Volf, M., The End of Memory. Remembering Rightly in a Violent World (Grand Rapids: Eerdmans, 2007)</p> <p>Williams, R., The Truce of God. Peace making in Troubled Times (Norwich: Canterbury Press, 2005)</p>	
<p>(*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)</p>	
Attendance and Engagement Requirements	
<p>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.</p>	

Equality and Diversity
<p>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.</p> <p>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.</p> <p>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.</p>
<p>(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)</p>

Supplemental Information

Divisional Programme Board	Education
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Divinity
Moderator	G Meiklejohn
External Examiner	C Gardiner
Accreditation Details	None
Changes/Version Number	2.03 External Examiner Blended Learning method added

Assessment: (also refer to Assessment Outcomes Grids below)
<p>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).</p>

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: Project 50%

Assessment 2: Presentation 50%

(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	✓	✓	✓	✓	50	0

Component 2						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation		✓	✓	✓	50	0

Combined Total for All Components					100%	0 hours
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