



## Module Descriptor

Title	Theology and Contemporary Issues L10		
Session	2025/26	Status	Active
Code	THEO10019	SCQF Level	10
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	G Meiklejohn		
<b>Summary of Module</b>			
At its heart this module seeks to equip students to analyse the world in which they live and discern authentic theological responses to their contexts. It explores and evaluates a broad range of theological approaches and methods to issues in society and the contemporary world. Amongst others it will cover different ways of construing the relationship between theology and context; theological engagement with political issues; and the impact of different ecclesiological approaches and engagement with culture.			

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

<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

Learning Outcomes	
<b>L1</b>	Demonstrate and articulate a critical understanding of theological method and integrated and detailed knowledge of how it relates to theological approaches in the social context.
<b>L2</b>	Using language and grammar appropriate to the level and with academic integrity, undertake critical analysis of political and cultural issues in relation to a variety of theological themes and practices.
<b>L3</b>	Demonstrate detailed knowledge, and discuss the merits, of several theological approaches to the relationship between ecclesiology and theories of cultural engagement.
<b>L4</b>	Apply knowledge of theological approaches to the contemporary world across a wide range of current issues, both in writing and / or verbally and show how they relate to ecclesial communities.
<b>L5</b>	n/a

Employability Skills and Personal Development Planning (PDP) Skills	
<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 10</b></p> <p>Working with integrated and detailed knowledge of the defining features of theological method and integrated knowledge of how theological method impacts the practice of theology.</p> <p>Demonstrating a critical understanding of how theology intersects with social issues.</p>
<b>Practice: Applied Knowledge and Understanding</b>	<p><b>SCQF 10</b></p> <p>With professional skills, applying theological method across a wide range of Christian practices and interactions with local contexts.</p>
<b>Generic Cognitive skills</b>	<p><b>SCQF 10</b></p> <p>Using a variety of theological approaches to culture, demonstrate some originality in evaluating and critically analysing the application of theology to social issues.</p>
<b>Communication, ICT and Numeracy Skills</b>	<p><b>SCQF 10</b></p> <p>Communicating complex theological approaches in a coherent and logical form. Using a range of ways to and engage with and communicate specialised theological ideas to a range of audiences.</p>
<b>Autonomy, Accountability and Working with Others</b>	<p><b>SCQF 10</b></p> <p>Negotiating between ranges of different views held by people within a group setting.</p> <p>Exercising initiative in independent research and analysis of complex theological situations.</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>

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	Student Learning Hours
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	25
Tutorial / Synchronous Support Activity	15
Asynchronous Class Activity	60
Independent Study	100
n/a	
n/a	
<b>TOTAL</b>	<b>200</b>

Indicative Resources
<p><b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b></p> <p>Bretherton, Luke. Christianity and Contemporary Politics: The Condition and Possibilities of Faithful Witness. Chichester: Wiley-Blackwell, 2010.</p> <p>Crouch, Andy. Culture Making: Recovering Our Creative Calling. Downers Grove: InterVarsity Press, 2008.</p> <p>Freire, Paulo. Pedagogy of the Oppressed. United Kingdom: Penguin Classic, 2017.</p> <p>Tanner, Kathryn. Theories of Culture: A New Agenda for Theology. Minneapolis: Augsburg Press, 1997.</p>
<p><b>(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)</b></p>

Attendance and Engagement Requirements
<p>In line with the <a href="#">Student Attendance and Engagement Procedure</a>, 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> <p><b>For the purposes of this module, academic engagement equates to the following:</b></p> <p>Students must attend scheduled sessions, complete learning activities and submit assessments. Detailed guidance will be provided by the module coordinator.</p>

Equality and Diversity
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**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 type="checkbox"/> Yes <input checked="" 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>	2.0 Module delivery methods updated to reflect new UWS categories

### Assessment (also refer to Assessment Outcomes Grids below)

#### Assessment 1

Essay 40%

#### Assessment 2

Essay 60%

#### Assessment 3

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.)

Component 1							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Essay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40	0

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Essay	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	60	0

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
n/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	0 hours

#### Change Control

What	When	Who
Module delivery methods updated to reflect new UWS categories	Feb 2025	E Bell