



## Module Descriptor

<b>Title</b>	<b>Faith-Based Social Action L10</b>		
<b>Session</b>	2025/26	<b>Status</b>	Inactive
<b>Code</b>	THEO10021	<b>SCQF Level</b>	10
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	10
<b>School</b>	<b>Education and Social Sciences</b>		
<b>Module Co-ordinator</b>	I Birch		

### Summary of Module

Theology and Practice of Faith-based Social Action

In this module upper-level students will undertake an integrated approach to subjects studied discretely elsewhere in the programme, but in an applied manner. This is a missional ethics-based module, exploring the social and political dimensions of the Christian message in theory and practice. At the core of the module is the lived example and teaching of Jesus as recorded in the New Testament Gospels, especially the Nazareth Manifesto of Luke 4. The module includes historical content, investigating the Social Gospel Movement of the 19th and 20 centuries, giving particular attention to leading figures such as Washington Gladden, Walter Rauschenbusch, and John Clifford, and movements such as Catholic Social Action.

Theoretical themes include: the defining features of Third Sector work; principles of Charity regulations and social enterprises; how to undertake critical analysis of social issues and the ministries seeking to address them; the philosophy of Christian Socialism.

The module also has a strong element of applied knowledge, providing an opportunity to learn about professional skills in the delivery of faith-based services. These might include operating a Food Bank and Fridge Club; Debt Counselling; Mental Health Support in the Community; Responding to Loneliness; Drug and Alcohol Dependency; Racial Tension; Community Mapping.

<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"/>
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<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

<b>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr		<input type="checkbox"/> Lanarkshire		<input checked="" type="checkbox"/> Online / Distance Learning	
	<input type="checkbox"/> Dumfries		<input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley		<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"/>

Learning Outcomes	
<b>L1</b>	Demonstrate an integrated and critical understanding of the scope and defining features of Christian Social Action through a knowledge of the history, theory and theology underpinning this topic.
<b>L2</b>	Demonstrate the ability to apply detailed and integrated knowledge to the practices of social action in several faith-based contexts.
<b>L3</b>	Analyse with critical insight, information and data related to faith-based social enterprises, and present outcomes of research to professional standard in a range of media that is comprehensible to different audiences.
<b>L4</b>	n/a
<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>	<b>SCQF 10</b> Acquire critical and specialist knowledge of the history and theory of Christian- faith inspired social action.  Analysing and evaluating the motivations and ideological drivers underpinning Christian faith-based social action.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 10</b> Analysing and evaluating the practices, techniques, and delivery of a variety of faith-based social activities showing awareness of the need for appraising outcomes.  Demonstrating the skills and practical competencies in the provision of faith- based social activities.
<b>Generic Cognitive skills</b>	<b>SCQF 10</b> Critically analysing the values, benefits, challenges of delivering faith-based social activities in a local community, using information and data to provide analysis of their impact on the community being served, and impact on the faith community delivering services.
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 10</b> Presenting reports and information, demonstrating specialist knowledge and data driven, to a variety of audiences, using a range of ICT applications, on the benefits and challenges of delivering community service in a faith-based context.

<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 10</b> Demonstrate the capacity for autonomy and leadership of social action enterprises in a faith based context.
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Prerequisites	Module Code	Module Title
	<b>Other</b>	
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	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	24
Tutorial / Synchronous Support Activity	6
Asynchronous Class Activity	30
Independent Study	140
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>Randall, Ian. Spirituality and Social Change (Carlisle: Paternoster Press, 2003)</p> <p>Rauschenbusch, Walter and Paul Raushenbush (ed.), Christianity and the Social Crisis in the 21st Century: The Classic That Woke Up the Church (New York: Harper Collins, 2007)</p> <p>Scales, Laine T. and Michael S. Kelly. Christianity and Social Work: Readings on the Integration of Christian Faith and Social Work Practice (Fifth Edition) (North American Association of Christians in Social Work: 2016)</p> <p>Shaw, Ian J. Evangelicals and Social Action: From John Wesley To John Stott (London: IVP, 2021)</p> <p>Wallis, Jim. Faith Works: Lessons on Spirituality and Social Action (London: SPCK, 2002)</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>

**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.

**For the purposes of this module, academic engagement equates to the following:**

Students must attend scheduled sessions, complete learning activities and submit assessments. Detailed guidance will be provided by the module coordinator.

**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>	<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>	G Meiklejohn
<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 Change of moderator; Module delivery methods updated to reflect new UWS categories

**Assessment (also refer to Assessment Outcomes Grids below)****Assessment 1**

Essay 50%

<b>Assessment 2</b>
Portfolio 50%
<b>Assessment 3</b>
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.)

<b>Component 1</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Essay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50	0

<b>Component 2</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Portfolio of written work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50	0

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

#### Change Control

<b>What</b>	<b>When</b>	<b>Who</b>
Module delivery methods updated to reflect new UWS categories	Feb 2025	E Bell
Change of moderator	Feb 2025	E Bell