Module Descriptor

Title	Paul and the Gospel of Jesus L10		
Session	2025/26	**Status**	Inactive
Code	THEO10018	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	A Cuthbert		

Summary of Module

This module will supplement other biblical modules by focusing on and integrating most of the principal areas of the theology of Paul in the New Testament, and particularly how the concepts of that theology reflect and reframe the message of Jesus as it is portrayed in the New Testament Gospels. Particular features will include theological exegesis of the Pauline letters and the history of interpretation. Major Christian treatments will be considered as well as representative modern critical scholars.

The course will include detailed study of a range of texts in their various forms, an outline survey of modern critical scholarship of the theology of Paul, and the history of Pauline interpretation. There will be time for wider class discussion and theological reflection on human experience as explored within these texts.

The student will therefore develop skills in theological reflection, contemporary hermeneutics and critical scholarly engagement with Paul, and appropriation of ancient text as applied in contemporary experience.

Module Delivery Method	**On-Campus[1]** ☐	**Hybrid[2]** ☒	**Online[3]** ☒	**Work -Based Learning[4]** ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☒ Online / Distance Learning ☐ Other (specify)	

[1] 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.

[2] 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.

[3] 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.

[4] 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

Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate knowledge and critical understanding of the major theological themes of the Pauline letters, with detailed study of some texts and detailed awareness of historical critical issues.
L2	Undertake critical analysis and creative synthesis of the history of interpretation of the set texts, and demonstrate specialist knowledge of their exegetical tradition in modern New Testament study.
L3	Using language and grammar appropriate to the level and with appropriate academic referencing, demonstrate some originality in the discernment of the contour and content of the gospel according to Paul, and evidence competence in the theological appropriation of these texts within the Christian tradition, including areas of controversy.
L4	Exercise initiative, advanced competence, and confidence in class presentation using tools and methods of New Testament exegesis, evidencing theological reflection on human experience and spirituality as portrayed in the Pauline letters.
L5	Identify and analyse a range of various aspects of the social, cultural and historical context of Paul's life and letters.

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 10** Exegesis of biblical text at an advanced level and in relation to a specialist text, using contemporary hermeneutical methodologies. Historical understanding of the formative significance of a sacred text in the life of a religious tradition.
Practice: Applied Knowledge and Understanding	**SCQF 10** Theological reflection on human experience as expressed in a definitive sacred text. Ability to relate textual exegesis to ministry opportunities in a Christian community.
Generic Cognitive skills	**SCQF 10** Effective and discerning use of secondary literature such as commentaries, scholarly articles and monographs, in explicating core sections of the New Testament as a primary text. Ability to identify, develop and discuss relevant theological, textual and historical questions as they arise in class and group study.
Communication, ICT and Numeracy Skills	**SCQF 10**

	Competence and confidence in developing and presenting conclusions from personal research, within a class and VLE context. Use of library and Internet resources for specific, narrowly focused research tasks related to detailed textual study.
Autonomy, Accountability and Working with Others	**SCQF 10** Facility in enabling and participating in scholarly discussions in peer student seminars. Ability to work in a directed learning context and produce quality work for later discussion in the class group context.

Prerequisites	**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** (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	40
Independent Study	124
n/a	
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Dunn, J.D.G., Jesus, Paul and the Gospels (Grand Rapids: Eerdmans, 2011). Tabor, J.D., Paul and Jesus: How the Apostle Transformed Christianity (New York: Simon & Schuster, 2012) Wenham, D., Paul: Follower of Jesus or Founder of Christianity (Grand Rapids: Eerdmans, 1995). Wright, T., Paul: A Biography (London: SPCK, 2018)

(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. **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

Divisional Programme Board	**Education**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **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.**
School Assessment Board	Divinity
Moderator	I Birch
External Examiner	C Gardiner
Accreditation Details	None
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2 Change of module co-ordinator; 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	☒	☒	☒	☒	☒	40	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☒	☒	☒	☐	☐	60	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
n/a	☐	☐	☐	☐	☐		
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
Change of module co-ordinator	Feb 2025	E Bell