



## Module Descriptor

Title	Church History Turning Points L7		
Session	2025/26	Status	Active
Code	THEO07001	SCQF Level	7
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	I Birch		
<b>Summary of Module</b>			
<p>This module familiarises students with key ‘turning points’ in the history and development of the Christian Church. Three particular ‘turning points’ make up the course:</p> <ol style="list-style-type: none"><li>1. The Road to Nicaea and Chalcedon: the narrative and social development of the early Christian movement and development of ideas about God, Jesus and Salvation, including a survey of significant personalities and events, and the Christological legacy of the great ecumenical councils of Nicaea and Chalcedon.</li><li>2. The Road to Wittenburg and the European Reformations; includes an examination of medieval Christianity, ‘pre-reformation’ reform and Catholic Reform. The dominance of ideas and personalities, the significance of geography, and the impact of the European Reformations on subsequent history of the Church provides an entry into examination of several major traditions.</li><li>3. The Road to revival: the Evangelical Revival in the 18th century, including why the Evangelical Revival happened at all, study of the thought of selected founding fathers of Evangelicalism against the background of historical context and the legacy in later diversity of global Evangelicalism.</li></ol> <p>Through such study students will be introduced to issues of historical and critical study and the importance of history as a source of intellectual perspective. Basic elements of historical awareness to which students will be introduced are clarification through historical perspective, living with the impossibility of ‘objective’ history, exploring the narrative context of events, personalities and ideas, accepting critically the inevitability of ‘subjective’ history, and the value of recreating the social context of events, personalities and ideas.</p>			

<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"/>

Learning Outcomes	
<b>L1</b>	Demonstrate an appreciation of the broad historical developments of the Christian tradition and some of the major changes in the conception and intellectual expression of Christian Doctrine throughout the history of the Church.
<b>L2</b>	Demonstrate knowledge and understanding, providing narrative context, of the major historical events, theological issues and key personalities of several turning points in the history of the Christian Church.
<b>L3</b>	Demonstrate an overall appreciation of the significance of historical context and perspective, including the wider social and intellectual world, of one selected period from the course contents.
<b>L4</b>	n/a
<b>L5</b>	n/a

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:
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 7</b> Historical awareness as an essential intellectual perspective, demonstrated in a broad knowledge of particular movements, their historic and ecumenical significance.  Discovering the historical context of events and using this information to interpret their historical significance and influence.

<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>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 7</b> Historical research enabling an informed account of historical events and movements, their causes and consequences. Identifying significant and relevant historical material through close reading of secondary literature, and using this argument and interpretation.
<b>Generic Cognitive skills</b>	<b>SCQF 7</b> Descriptive account of historical events and intellectual developments, enabling connections to be made between historical context and ideas. Respectful encounter with traditions other than their own
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 7</b> Use a range of standard applications to identify and use resources relevant to historical enquiry. Present in a group situation, relevant, organized material that facilitates discussion and group learning.
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 7</b> Constructive and collaborative participation in discussions which explore in a group situation, the historical and theological significance of events and ideas.

<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>

<b>Learning and Teaching</b>	
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.	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	18
Tutorial / Synchronous Support Activity	18
Asynchronous Class Activity	24
Independent Study	140
n/a	
n/a	
<b>TOTAL</b>	<b>200</b>

## Indicative Resources

**The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**

Course set Text Book: Noll, Mark, Turning Points: Decisive Moments in the History of Christianity (Grand Rapids: Baker, 2001).

Bebbington, D. W., Evangelicalism in Modern Britain: A History from the 1730s to the 1980s. (Grand Rapids: Baker Book House, 1992)

Chadwick, O (ed.), The Penguin History of the Church (7 volumes) (London: Penguin 1993)

Cross, F. L. (ed.), Livingstone, E. A., Oxford Dictionary of the Christian Church (3rd ed.) (Oxford:OUP 2008)

Dowley, I (ed.), Introduction to the History Of Christianity (2nd ed) (Oxford:Fortress Press 2013)

Hillderbrand, Hans, The Division of Christendom: Christianity in the Sixteenth Century (Liouville:JKP 2007)

Hillderbrand, Hans (ed.), Oxford Encyclopaedia of the Reformation (4 volumes) (Oxford:OUP 1996)

Lynch, Joseph, The Medieval Church: A Brief History (Abingdon: Routledge 2013)

McGrath, A. E., Historical Theology (2nd ed.) (Oxford: Blackwell 2013)

McGrath, A. E., Christian History (Oxford: Blackwell 2013)

Mitchell, M.M. and Young, F.M. (eds.) The Cambridge History of Christianity (9 Volumes) (Cambridge: CUP 2005-2009)

Noll, Mark, The Rise of Evangelicalism (Leicester: IVP, 2004)

Wilken, Robert L., The Spirit of Early Christian Thought: Seeking the Face of God (New Haven: Yale University Press, 2003)

**(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

<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 checked="" type="checkbox"/> Yes <input 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>	4 Module delivery methods updated to reflect new UWS categories; Change of moderator

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

#### Assessment 1

Essay 60%

#### Assessment 2

Portfolio 40%

#### Assessment 3

(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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	60	0

### Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Portfolio of written work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40	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	EBell
Change of Moderator	Mar 2025	I Birch