University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Scottish Christianity L9			
Code: THEO09030	**SCQF Level: 9 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Education & Social Sciences		
Module Co-ordinator:	A Black		

Summary of Module
Scottish Christianity: Celtic Origins to Contemporary Challenges   This module will explore the way Christianity has played a significant role in shaping the life of Scotland and in turn been shaped by this context. The course will chart the historical development of Scottish Christianity, the impact this has had on Scottish culture, and consider the interplay between socio-political realities and theological and religious development. It will also endeavour to look at these developments in relation to a wider European and global setting. The module will deliberate on the complex nature of mission and conversion amongst various early people groups; the Celtic monastic tradition of ritual and penance; the place of the church and theology in creating a sense of national identity; the role of Medieval Catholicism in shaping and consolidating the state; the transformation of society through the Scottish Reformation; and the diversification of Protestant traditions; before turning to questions of British imperialism and Scottish missionary activity; sectarianism and secularisation. This module may, if practical considerations allow, and health and safety requirements are satisfied, include a field trip to a site of historical significance in order to understand better the location of historical events and how events have left their mark on the land.

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☐	☐	☒	☒	☐	☐
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:
☒	☐	☐	☐	☐	☒	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☒	Term 2	☐	Term 3	☐

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 broad knowledge and critical understanding of key events, people and debates in the emergence and development of Christianity in Scotland.
L2	Use appropriate research methods to analyse a range of historical sources and demonstrate conversance with the main themes of the subject.
L3	Undertake critical analysis of information and synthesis of ideas relating to the contextualisation of the Christian religion within the Scottish context, and in particular, evaluate how the Christian religion has shaped society and culture in Scotland.
L4	Apply detailed understanding of Christianity in Scotland in relation to contemporary debates about the prospects for the Church in Scotland, using language and grammar appropriate to the level, and with appropriate academic referencing.

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 **9** Historical awareness as an essential intellectual perspective, demonstrated in a detailed knowledge of particular movements and their historical significance from the point of view of contemporary missional questions. Discovering the historical context of events and using this information as an interpretive tool in evaluating historical significance and influence.

Practice: Applied Knowledge and Understanding	SCQF Level **9**
	Historical, theological and sociological research enabling informed and nuanced judgment of the Scottish religious context, its 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.
Generic Cognitive skills	SCQF Level **9**
	Critical analysis of historical and contemporary religious context of Scotland, enabling connections to be made between historical context and missional questions for today.
	Respectful and nuanced encounter and historical understanding of traditions other than their own.
Communication, ICT and Numeracy Skills	SCQF Level **9**
	Demonstrate analytic and synthetic skills in negotiating intellectual positions in the context of group discussion.
	Accessing a wide range of relevant sources and resources, and selecting and organizing them for effective presentation of complex ideas.
Autonomy, Accountability and Working with others	SCQF Level **9**
	Open discussion in which positions are argued and developed with due respect for the opinions and arguments of others where viewpoints are contested.
	Working both alone and collaboratively in the process of learning about complex ideas and discussing these in a constructive class context.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

*Indicates that module descriptor is not published.

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	18
Tutorial/Synchronous Support Activity	18
Asynchronous Class Activity	24
Independent Study	140
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Bruce, S. Scottish Gods: Religion in modern Scotland, 1900-2012 (Edinburgh: Edinburgh University Press, 2014) Fergusson, D., & In Elliott, M. W (eds.). The history of Scottish theology Vols. 1-3. (Oxford: Oxford University Press, 2019) Volf, M., The End of Memory. Remembering Rightly in a Violent World (Grand Rapids: Eerdmans, 2007)
(**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.

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
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	Divinity
Moderator	I Birch
External Examiner	C Gardiner
Accreditation Details	None
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)
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). **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: Essay 60%
Assessment 2: Presentation 40%
(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**
Essay			✓	✓	60	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	✓	✓			40	0

Combined Total for All Components	**100%**	**0 hours**