

University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Paul and the Gospel of Jesus L9			
Code: THEO09031	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:	P de Jong		
Summary of Module			
<p>This module will supplement other biblical modules by focusing on the scope and defining features of the theology of Paul in the New Testament, and particularly how aspects of that theology reflects and reframes 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.</p> <p>The course will include detailed study of representative texts in their various forms, a brief 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.</p> <p>The student will therefore develop skills in theological reflection, contemporary hermeneutics and scholarly engagement with Paul, and appropriation of ancient text as applied in contemporary experience.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
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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 knowledge and understanding of representative major theological themes of the Pauline letters, with detailed study of some representative texts and awareness of historical critical issues.
L2	Undertake critical analysis and synthesis of the history of interpretation of the set texts, and demonstrate key 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 a clear discernment of the contour and content of the gospel according to Paul, and evidence familiarity in the theological appropriation of these texts within the Christian tradition, including areas of controversy.
L4	Exercise initiative, competence, and confidence in class presentation, discussion and /or written work using tools and methods of New Testament exegesis, evidencing some capacity for theological reflection on human experience and spirituality as portrayed in the Pauline letters.
L5	Identify and analyse 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)	<p>SCQF Level 9</p> <p>Exegesis of biblical text at an advanced level and in relation to a specialist text, using contemporary hermeneutical methodologies.</p> <p>Historical understanding of the formative significance of a sacred text in the life of a religious tradition.</p>

Practice: Applied Knowledge and Understanding	<p>SCQF Level 9</p> <p>Theological reflection on human experience as expressed in a number of sacred texts.</p> <p>Ability to utilise exegetical material in contexts of Christian ministry.</p>	
Generic Cognitive skills	<p>SCQF Level 9</p> <p>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.</p> <p>Ability to identify, develop and discuss relevant theological, textual and historical questions as they arise in class and group study.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 9</p> <p>Competence and confidence in developing and presenting conclusions from personal research, within a class and VLE context.</p> <p>Use of library and internet resources for specific, narrowly focused research tasks related to detailed textual study.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 9</p> <p>Facility in enabling and participating in scholarly discussions in peer student seminars.</p> <p>Ability to work in a directed learning context and produce quality work for later discussion in the class group context.</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	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	Student Learning Hours (Normally totalling 200)
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undertaken to achieve the module learning outcomes are stated below:	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
	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:

Capes, D.B., *The Divine Christ: Paul, the Lord Jesus, and the Scriptures of Israel* (Baker Academic, 2018).

Dunn, J.D.G., *Jesus, Paul and the Gospels* (Grand Rapids: Eerdmans, 2011).

Fee, G.D., *Jesus the Lord according to Paul the Apostle: A Concise Introduction* (Grand Rapids: Baker Academic, 2018).

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.

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 <input type="checkbox"/> No <input checked="" type="checkbox"/>
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 40%

Assessment 2: Essay 60%

(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)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetable Contact Hours
Essay	✓		✓	✓	✓	40	0

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetable Contact Hours
Essay	✓	✓	✓		✓	60	0

Combined Total for All Components						100%	0 hours
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