



Module Descriptor

Title	Paul and the Gospel of Jesus L9		
Session	2025/26	Status	Inactive
Code	THEO09031	SCQF Level	9
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 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.

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.

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.

Module Delivery Method	On-Campus¹	Hybrid²	Online³	Work -Based Learning⁴
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Campuses for Module Delivery	<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)	

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	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
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 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 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 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 9</p> <p>Competence and confidence in developing and presenting conclusions from personal research, within a class and VLE context.</p>

	Use of library and internet resources for specific, narrowly focused research tasks related to detailed textual study.
Autonomy, Accountability and Working with Others	<p>SCQF 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>

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	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	12
Asynchronous Class Activity	40
Independent Study	124
n/a	
n/a	
TOTAL	200

Indicative Resources
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Capes, D.B., The Divine Christ: Paul, the Lord Jesus, and the Scriptures of Israel (Baker Academic, 2018).</p> <p>Dunn, J.D.G., Jesus, Paul and the Gospels (Grand Rapids: Eerdmans, 2011).</p> <p>Fee, G.D., Jesus the Lord according to Paul the Apostle: A Concise Introduction (Grand Rapids: Baker Academic, 2018).</p> <p>Wright, T., Paul: A Biography (London: SPCK, 2018).</p>
(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	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	40	0

Component 2							
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 checked="" type="checkbox"/>	60	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	E Bell
Change to module co-ordinator	Feb 2025	E Bell