

University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: The Story of God L9			
Code: THEO09033	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:	G Meiklejohn		
Summary of Module			
This module explores the related doctrines of Christology and Trinity and analyses them in their relation to ecclesiology. Over the course of the module the historical development of the doctrines through the early church will be considered and, furthermore, how they are received by contemporary theologians. Weaved throughout the module, consideration will be given to the relevance of Christology and Trinity to Christian community; personal and communal relations; Christian mission and witness; and ecclesial organisation / practice.			

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 checked="" type="checkbox"/>	Term 2	<input 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 a critical understanding of the historical development of the doctrines of Christology and Trinity, the key terminology, and an integrated knowledge of how they relate to ecclesiology.
L2	Using language and grammar appropriate to the level and with academic integrity, undertake some critical analysis of Christological and trinitarian traditions in relation to a variety of themes and practices within the Christian community.
L3	Demonstrate depth knowledge of one or more contemporary interpretations of the doctrines of Christology and / or Trinity.
L4	Apply knowledge, in writing and / or verbally, of the doctrines of Christology and Trinity to the practices, mission, and organisation of ecclesial communities and how to implement them in context.

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 Working with knowledge of the defining features of the doctrines of Christology and Trinity and integrated knowledge of how they have developed in history to the contemporary day. Demonstrating a critical understanding of where Christology and Trinity intersects with ecclesiology.
Practice: Applied Knowledge and Understanding	SCQF Level 9 Applying the doctrines of Christology and Trinity to shape ecclesial communities in their mission, organisation, and practice.
Generic Cognitive skills	SCQF Level 9 Using a variety of approaches to Christology and Trinity to evaluate and critically analyse the application of these doctrines to Christian community.
Communication, ICT and Numeracy Skills	SCQF Level 9 Communicating complex doctrinal themes in a coherent and logical form.

	Using a range of ways to and engage with and communicate complex theological ideas to a range of audiences.	
Autonomy, Accountability and Working with others	<p>SCQF Level 9</p> <p>Negotiating between ranges of different views held by people within a group setting.</p> <p>Exercising initiative in independent research and analysis of complex theological situations.</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.	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	25
Tutorial/Synchronous Support Activity	15
Asynchronous Class Activity	60
Independent Study	100
	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:

Cone, James H. *The Cross and the Lynching Tree*, New York: Orbis Books, 2011.

Holmes, Stephen. *The Holy Trinity: Understanding God's Life*. Milton Keynes: Paternoster, 2012.

Spence, Alan. *Christology: A Guide for the Perplexed*, London: T&T Clark, 2008.

Tanner, Kathryn. *Christ the Key*, Cambridge: Cambridge University Press, 2010.

(*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	1.02 Title and assessment type & weighting

Assessment: (also refer to Assessment Outcomes Grids below)
<p>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.</p>
Assessment 1: Essay 40%
Assessment 2: Essay 60%
<p>(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.)</p>

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	✓	✓			40	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
Essay	✓		✓	✓	60	0

Combined Total for All Components					100%	0 hours
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