



University of the
Highlands and Islands
Highland Theological
College

Oilthigh na Gàidhealtachd
agus nan Eilean
Colaiste Dhiadhachd
na Gàidhealtachd

ACCESS TO CHRISTIAN THEOLOGY

STUDENT COURSE HANDBOOK

September 2011

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1. WELCOME

Welcome to your course of study at the Highland Theological College UHI. We hope that you will enjoy and derive great benefit from pursuing this Access Course in Christian Theology.

An electronic copy of this Access Student Course Handbook can be found on the HTC website at the following address: <http://www.htc.uhi.ac.uk>

2. BACKGROUND INFORMATION

This Access Course in Christian Theology, written and delivered originally by the full-time staff of HTC, has been delivered for some years now by part-time staff who are involved in various forms of Christian ministry in the North of Scotland.

At present the Course Leader is the Rev Donald MacIver, who is a retired Free Church minister. A list of other staff delivering the course can be found in section 9 below.

For over a decade now, the course has been delivered in open learning format, with a rolling start date for students which enables them to begin studying at any point during the calendar year. While many students follow the course or its individual modules for personal development, it can be used as a proper Access to HE course (see below for requirements for each mode of study).

It is also available as a FT course, although in any one session this is dependent on numbers. The FT Access is not running in the 2011-12 academic year.

3. ADMISSIONS

One of the main intentions of the Access Course is to enable people with no formal qualifications to gain the confidence, experience and qualification to enable them to proceed to Higher Education should they so wish. Consequently, we seek to remove obstacles to studying.

However, one requirement that we do put in place is that applicants whose first language is not English should have a minimum IELTS score of 6. Anyone contemplating taking this Access Course who has not yet achieved this standard should concentrate on improving their English first, to the required level before applying.

Unfortunately, due to new regulations it is no longer possible for HTC to accept applications from non-EU students on to the FT Access course. However, applications from non-EU students on to the OL Access course are permissible.

4. GENERAL AIMS OF THE COURSE

The general aims of the course are as follows:

- To make access level provision, embracing the core disciplines of Christian theology, available to students in the UHI region and beyond.
- To enable students to acquire the study skills required for progression to studies in higher or tertiary education.
- To enable students: to gain knowledge and understanding of the core Christian disciplines: Biblical Studies (Old Testament and New Testament), Systematic Theology, History of Christianity, and Pastoral Theology.
- To make the delivery of the provision as flexible and open as possible (within other constraints upon the college).
- To provide a basis for further learning, whether at under-graduate level or more broadly through life-long learning.
- To provide students who have no desire to prepare for a specific ministry or sphere of Christian service or for other secular employment destinations with the opportunity to pursue theological study purely out of personal interest, as part of their own personal development, thus furthering the desire for life-long learning.

The individual modules have been structured to enable you to reach these aims. Each module has a set of aims (see module descriptors towards the end of the handbook).

5. COURSE STRUCTURE AND CONTENT

The Access Course comprises six modules each of which must be completed successfully if you are to gain the Access Certificate. However, it is appreciated that individual students may wish to take individual modules for their own interest and personal development.

On campus, students will pursue the modules according to the following timetable:

Schedule of Modules for the FT Course On-Campus

	BIBLICAL STUDIES	THEOLOGICAL/ HISTORICAL STUDIES	APPLIED STUDIES
Semester 1	Biblical Theology I	Systematic Theology	Study Skills
Semester 2	Biblical Theology II	An Introduction to the History of Christianity	Pastoral Theology

Module descriptors for each of these modules can be found towards the end of this handbook.

All awards of certification will be approved by the Access Programme Committee before being issued to the student.

Academic Calendar

The academic year consists of two semesters of 14 weeks each. A copy of the College Calendar can be found in the HTC College Handbook.

In mid-October, to coincide with school holidays, one week will be designated as a Study Week. During this week, no teaching will take place, and students need not attend college, though they may be expected to continue studying as circumstances allow them at home.

In each semester, week 14 will also be regarded as a Study Week in which no teaching will be given, and during which FT students should prepare for their Biblical Theology exam, which will normally take place on the Friday of that week. During this week students should also seek to complete any outstanding coursework.

Weekly Time-Table for FT Students

Classes for each module will be held, normally, in the morning of one day per week, from 9.00 am until 12.30pm. No classes are held on Mondays.

Students receiving bursaries are required to attend college for a minimum of 21 hours per week. To accommodate this, students will pursue the following typical time-table for most of the course (noting that in any one academic year the day on which a particular module is taught may change):

	Tuesday	Wednesday	Thursday	Friday
9.00am-12.30pm	Module 1	Module 2	Module 3	Study Session
2.00-4.00	Study Session	Supported Learning (with the Student Adviser)	Study Session	Study Session

In addition to the morning sessions (15 hours per week in total), students receiving bursaries are required to do an additional 6 hours of study per week. This may be done according to the above time-table in 90 minute sessions on each of four afternoons; or in three 2 hour sessions; or some other combination negotiated between the college and the individual student. Students will be required to register out at the end of each day.

FT students should note that on-campus tutors will not only deal with the course handbook units each day, but will also seek in measure to further enrich the student experience introducing other readings and exercises as appropriate to the particular class and students.

Open Learning Students

Suggested Order in which to take the Modules

It is recommended that students pursuing the course in open learning mode should take the modules in the following order: Study Skills; Biblical Theology I; Biblical Theology II; Systematic Theology; An Introduction to the History of Christianity; and Pastoral Theology.

Speed at which Modules may be Studied

Students taking the course or its individual modules for interest are free to submit material as and when they are able. We would, however, encourage you to try to pursue a module through to its end before taking a break, though we appreciate that this may not fit in with your lifestyle, etc.

Students who are taking the course as a true Access Course, i.e., with the intention to pursue the BA Theological Studies, or another higher education programme on the back of your Access studies, will need to complete the course, with all its assignments, within a two year period.

6. ASSESSMENT STRATEGIES AND REGULATIONS

General Purpose of Assessment

The overall purpose of assessment is to ensure that the aims of the course and of its components have been achieved by students.

Assessment Objectives

The objectives of assessment are:

- to certify levels of achievement and so enable students to demonstrate that they have achieved the aims of the course and attained the standards required by HTC for the award of an Access Certificate;
- to give students accurate information on their strengths and weaknesses and so help them to improve their performance;
- to motivate students, by providing them with opportunities to review, demonstrate and consolidate what they have learned;
- to enable staff to evaluate the effectiveness of their teaching.

Assessment Strategy

In this course we try to use the methods of assessment which will best further the learning process for you and also prepare you for some of the types of assessment you are likely to encounter in higher education.

Much of the summative assessment, i.e., assessment that counts towards your final grade/ mark, also provides you with opportunities for what is often called formative assessment, i.e. assessment that will help you to improve your learning as the course progresses. This will be done largely through tutor feedback on your various items of summative assessment. OL students who attend the open learning conference days held twice a year will also experience a measure of this type of learning through face-to-face interaction with tutors and fellow students.

Assessment Methods

Across the course the summative assessment instruments will differ according to the specific module aims and content. Each module descriptor will specify the particular methods of assessment to be used in that module and also the percentage of possible marks which each component of the summative assessment carries.

Summative assessment will include the following methods:

- **Course Work** involving written answers to course units. These can give the students opportunities to demonstrate:
 - their knowledge and understanding of the content being studied;
 - their ability to summarise content briefly;
 - their ability to reflect on what they have learned.

- **Essays**, normally 1000 words in length. These give students the opportunity to demonstrate their presentation in the subject area of the module. They can demonstrate the student's ability to:
 - present a structured discussion and extended, in-depth investigation of a topic;
 - explain and use material learned;
 - analyse issues;
 - integrate material drawn from differing sources or fields of study; while the word limits demand concise expression and discernment regarding the use of sources.

- **Unseen Examinations**, of 1½ hours. These can demonstrate the student's ability to:
 - select and arrange material;
 - make specific applications of material learned;
 - make intelligent use of argument;
 - make response from memory to previously unseen questions;
 - work under pressure.

Please note that all parts of the Study Skills module are to be completed satisfactorily before progressing to other modules. If a student begins with a module other than Study Skills and it becomes apparent to the tutor that there is a study skills issue, the student will be asked to suspend the study of that module meantime and take up the Study Skills module. If students are unable to complete the Study Skills module, they will not be allowed to continue with the Access Course.

ASSESSMENT MARKING/ GRADING CRITERIA

<i>Basic Grade</i>	Core Criteria
A	Excellent Work: a clear and logical argument; very good comprehension of theory; independent thought; very well expressed; comprehensive coverage.
B	Good Work: clear expression; logical presentation; good comprehension of theory and concepts; substantial coverage; well expressed.
C	Satisfactory Work: clear line of thought; material well organised; good use of sources; general comprehension of theory and concepts; satisfactory expression.
D	Narrow Pass: missing some of the “C” criteria; reflects some of the “F” criteria.
F	Fail: insufficient content; irrelevant material; illogical; serious mistakes or errors regarding concepts and theory; very poor expression.

Please note that the Study Skills module is not graded but will be marked with an overall Pass or Fail

CONVERSION OF GRADES TO MARKS

Letter	%	Mark/ 10	Mark/ 20	Mark/ 25	Mark/ 30	Range
F	0-44	3.7	7.4	9.3	11.1	Fail
D	45-49	4.7	9.4	11.8	14.1	Narrow Pass
C-	50-54	5.2	10.4	13	15.6	Pass
C	55-59	5.7	11.4	14.3	17.1	
C+	60-64	6.2	12.4	15.5	18.6	
B-	65-69	6.7	13.4	16.8	20.1	
B	70-74	7.2	14.4	18	21.6	Merit
B+	75-79	7.7	15.4	19.3	23.1	
A-	80-84	8.2	16.4	20.5	24.6	
A	85-89	8.7	17.4	21.8	26.1	Distinction
A+	90-94	9.2	18.4	23	27.6	
A++	95+	9.7+	19.4	24.3	29.1	

Notes:

1. Assignments are assessed both by letter grades and equivalent marks, as given in the table above. Students will be informed of letter grades only in the first instance, since marks may be altered under moderation.
2. For the final mark all marks are added and then converted to both a letter grade and a percentage (%) and recorded, e.g. 61% C+

ASSESSMENT REGULATIONS

1. Students' work will be marked and feedback given with an appropriate timescale (normally not more than three weeks from the date of submission). Where this is not deemed to be possible students should be informed as to when the work will be returned.
2. Students who fail the course or any of its modules shall be given the opportunity to be advised of the reasons underlying the failure/s and what they have to do to redeem the position. At the module level this will come from the member of staff who is delivering the module and at the course level from the Course Leader.
3. **Marking of Assessed Work or Examination Carried Out Under Special Arrangements.** Adjustments may be made to assessments, or the mode of delivery of assessments, to enable students with disabilities to demonstrate their achievement of the academic standards. Adjustments should be made prior to the

assessment date rather than during the marking process. Where assessment or examination has been undertaken under special arrangements, examiners should mark the work without regard to the fact that special arrangements were made for the assessment. Any necessary consideration of the candidate's circumstances will be undertaken by the Access Course Committee as appropriate.

4. Normally, all assignments should be completed by the final day of each semester (i.e. the Friday of week 14) for FT students.

ASSESSMENT PROVISIONS

1. Students with disability

Students, by reason of disability proven by acceptable evidence, may be assessed by methods other than those approved for the programme. Alternative methods shall be contracted between the Course Leader, student adviser and the student, and be reported to the Course Committee. Requests to be assessed by methods other than those approved for the programme should normally be made by the student to the Course Leader at least 6 weeks prior to the date of the submission of an assessment or the sitting of an examination.

The following will be taken into account when dealing with students with significant learning and support needs:

- The advice of UHI to follow the SQA regulations in this area having in view the Special Educational Needs and Disabilities Act (SENDA) and the Disability Discrimination Act 1995 (DDA.)
- What the college is entitled to in order to protect its academic standards and at the same time provide reasonable tutorial support in such cases.

A careful note will be taken by the tutors of the time involvement in such cases.

2. Mitigating Circumstances

If by reason of absence, failure to submit work or poor performance, students fail course modules, and it is established, to the satisfaction of the Course Committee, that this was due to proven illness or other circumstances found valid on production of evidence, the Course Committee shall use its discretion to ensure that the students are not disadvantaged (nor advantaged) as a result.

In exercising its discretion the Course Committee may decide to allow students to be assessed as for the first time and to vary the form of assessment to be used.

Where a student has submitted work, either on time or late, the preparation of and/or submission of which has been affected by mitigating circumstances, a letter should be submitted by the student setting out these circumstances. The internal examiner should mark the work without regard to these circumstances and the student informed that these will be made known to the Course Committee.

3. Late Submission of Assessments

Cases of persistent late submission shall be brought to the attention of the Course Committee, which shall exercise its discretion to determine the student's final results.

4. Academic Misconduct

As study skills are acquired during this Course, it will become apparent that students will need to be aware of practices that are not regarded as acceptable in education, and which, therefore, should be avoided. Such academic misconduct includes plagiarism, cheating and/ or collusion as defined below:

- i **Plagiarism:** unacknowledged incorporation in a student's work either in an examination or assessment of material derived from the work (published or unpublished) of another. Plagiarism may therefore include:
 - a. the use of another person's material without reference or acknowledgement
 - b. the summarising of another person's work by simply changing a few words or altering the order of presentation without acknowledgement
 - c. the use of the ideas of another person without acknowledgement of the source
 - d. copying of the work of another student with or without that student's knowledge or agreement

- ii **Cheating:** a student will be deemed to be cheating as a result of any of the following:
 - a. deliberately acquiring advanced knowledge of the detailed content of an examination or obtaining a copy of an 'unseen' written examination paper in advance of the date and time for its authorised release
 - b. communicating with or copying from another candidate during an examination
 - c. permitting another candidate to copy from his/her examination script
 - d. being found in possession of any printed, written or electronic material or unauthorised material during an examination which may contain information relevant to the subjects of the examination
 - e. communicating during an examination with any person other than a properly authorised invigilator or another authorised member of staff
 - f. impersonating another examination candidate or permitting himself/herself to be impersonated
 - g. undertaking any other action with the intention of gaining an unfair advantage over other candidates.

- iii **Collusion:** collusion may exist where a student:
 - a. is in complicity with another student in the completion of work which is intended to be submitted as either that student's or the other student's own work
 - b. knowingly permits another student to copy all or part of his/her own work and to submit it as that student's own work.

To avoid such misconduct students should:

- a. complete their assigned work by themselves, in their own words and using their own notes, figures or rough workings (except where group work specifically forms part of the assignment)
- b. endeavour to ensure that their work is not available to copy by other students (with or without permission)

5. External Verifier

An External Verifier is appointed and reports to the Access Course Committee and Academic Board

7. STUDENT SUPPORT

Overall Student Support Strategy

The overall strategy employed by the course committee is to identify and provide the student support services and activities which will facilitate student learning and enable students to progress towards successful completion of their course.

These student support services and activities fall into two broad categories, academic and non-academic, which are reflected, for example, in the provision of both module tutors and student advisers.

Tutor Support

Student Adviser

At the beginning of session FT students will be assigned a student adviser for the duration of your course. Your student adviser will be Mr Innes Visagie. He will deal with general academic matters, learning skills, course guidance, and any personal problems which you may have. Female students also have the option of speaking to the Registrar, Mrs Angela Spence should they so request. The student adviser will be responsible for generally encouraging you in your learning experience; providing a 'listening ear'; etc.

Module Tutor

Each module has its own designated module tutor who will have overall responsibility for all aspects of the delivery, assessment and monitoring of that module and of the progress of students taking it.

Sometimes open learning (OL) students will have different module tutors from those on the FT course. This depends on the number of OL students taking a module at any one time.

If you have any questions about the content of a module, please bring that to the attention of your module tutor.

On-going guidance

Students on the course may at any time arrange, through the Academic Office or by e-mail, to speak to the Course Leader, to their student adviser or to any of their module tutors.

Careers' Guidance

From time to time representatives of a variety of Christian missionary and other agencies are invited to address the students and make them aware of vocational opportunities.

Also, literature from a variety of Christian and other organizations is placed on the notice-boards in the college, and information on further opportunities for study is available in the library.

In addition, a wide range of information is available on the UHI web-site. You ought to try the following addresses:

<http://www.uhi.ac.uk/students/career-planning>

<http://www.gradscotnorth.ac.uk/>

Staff/ Student Liaison

The FT student body on the course will be invited to elect and appoint each year a representative to the Course Committee.

All student representatives are encouraged to bring issues concerning students to the appropriate committee or board, and to provide the student body which they represent with feedback from these committees and boards.

Any student on the course, FT or OL, can contact their student representative if they wish any matter to be taken to the attention of the Access Course Committee.

In addition to these provisions, the Board of Governors of HTC has identified two independent persons (one male and one female) to whom you may refer any matters of complaint regarding HTC staff, procedures or policies, or to whom you may go for personal counselling should you desire not to approach your student adviser. They are the Rev Angus Macrae, Free Church minister in Dingwall, and his wife Ann.

Library and ICT Support

In addition to the support provided by the academic staff, FT Access students are also supported very directly by the Librarian, Martin Cameron, the Library Cataloguer, Fraser Jackson, and the ICT Technician.

The Librarian manages all aspects of the library work on a daily basis and is willing to help students with their library needs at all times. In particular he helps to manage the availability of books for assignments, etc.

HTC provides ICT support for the maintenance of the college's electronic systems, including the networked PCs. This includes the provision of induction to ICT for students, and also continuing support to students requiring help with ICT at all times.

Special Needs

Students with special needs, such as dyslexia, are asked to make these needs known to the college administration at the outset of their course so that appropriate arrangements can be put in place, e.g., for examination purposes.

8. TEACHING AND LEARNING STRATEGIES

Our concern has been to identify the teaching and learning methods which will most effectively meet the course aims and deliver the course content while enabling you to achieve the aims of each module, and enabling the tutors to facilitate the learning experience. Since the intended learning outcomes differ from module to module and since individual students learn best in different ways, a variety of methods is used to facilitate and enhance the overall learning experience.

Teaching and Learning Methods

Each module tutor employs a mixture of methods for teaching and learning, designed in relationship to the content and aims of the module(s) involved.

In FT mode, the teaching and learning methods employed regularly include lectures, reading classes, as well as the use of the course units.

Increasing emphasis is being placed on student-centred learning resulting in a general move away from lecturing as the main teaching method. The lecture, however, is still regarded as an appropriate and effective teaching method, particularly for presenting an overview of a subject area or for providing explanations of complicated materials. It is also effective in providing models of oral presentations and of good discussions of a topic. This is all the more so when opportunities are allowed for questions and discussion.

Interaction with peers and tutors is encouraged largely through class discussions.

OL Mode

Learning Materials

Because of the nature of open-learning, the learning packages are central to the teaching and learning strategies employed. Designed to facilitate student-centred learning, these packages are characterised by clarity, interactivity and variety. Normally, these packages consist of at least a series of written course units.

Access to Other Resources

While much of their time will be focused on their module units, books and readings, FT students are encouraged to make full use of the library and other resource facilities. OL students are also encouraged to make use of these, especially when they are present on-campus for conference days.

Conference Days

These are an important part of the student experience, particularly for open learning students. Two such conference days are held at the college each academic year, normally in October and March. A typical programme includes opening and closing worship; a one hour lecture; time with module tutors and peer groups; as well as a brief tour of the college, and library time for those who wish it. These are usually shared also with BA OL students, and have often been a great means of encouragement and support to students. Information will be made available about the dates of these Conferences near the beginning of each semester to enable students to plan ahead.

9. COURSE MANAGEMENT

The delivery of the course will be overseen by the Access Course Committee which is responsible to the Academic Board of HTC to which body it reports regularly.

Membership

All staff who are teaching modules of the Access Course are members of the Course Committee. One student serves on the committee. The Course Leader is the Rev Donald MacIver who also acts as Chair of the Course Committee.

10. RESOURCES

Human Resources

The Access Course teaching staff members are as follows:

Module Name	On-Campus Tutor	OL Tutor
Study Skills	Rev Donald MacIver	Ms Mary Gillies Mr Prabhat Barot
Biblical Theology I	Mr Len Cazaly	Mr Len Cazaly Rev Gordon Kennedy
Biblical Theology II	Rev Robert Jones	Rev Douglas Horne Rev Gordon Kennedy
An Introduction to the History of Christianity	Rev Bruce Ritchie	Rev Trevor Hunt
Systematic Theology	Rev Donald MacIver	Rev Donald MacIver
Pastoral Theology	Rev Donald MacIver	Rev Donald MacIver
(Supported Learning)	Mrs Trish Rigby	

Physical Resources

Library

Book Stock

Since its establishment just over nine years ago HTC has been able to acquire a library of over 60,000 titles, including three special collections: the theological section of the Fort Augustus Benedictine Monastery Library, elements of the William Temple Collection from the John Rylands Library in the University of Manchester, and most recently the Rutherford House Library.

Single copies of all books on module reading lists are available in the library. Multiple copies of most core texts are also available.

The Library also has a good stock of journals available both in hardcopy and in electronic format, plus a growing number of CD ROMs, although it is unlikely that Access Course students will need to make much use of these. Two computers are available in the library for student use. A micro-fiche machine is also available.

Study Desks

There are 22 study desks available in the library for student use. Students are also free to use unoccupied classrooms for private study.

Librarian

The Librarian, Martin Cameron, manages all aspects of the Library on a daily basis. He is assisted by our Library Cataloguer, Fraser Jackson, and also by a number of volunteers.

Further details of library information with respect to book borrowing, etc., can be found in the HTC College Handbook.

ICT Provision

Computer Room

In addition to the computer and software available in the library, several computers are available in the student common room for student use. Furthermore, students are able to access the computers in the learning centre and also in the computer suite when no classes are scheduled for these rooms.

Student E-mail and Web Access

All FT Access students are issued with an e-mail address and much communication between staff and students operates using this system. All FT students also have access to the web through the college computers.

Book Resources

If you have any questions or need help, please feel free to contact our Librarian, Martin Cameron, who will be pleased to assist you. He can be contacted on Tel: 01349 780000 or Email: Martin.Cameron@htc.uhi.ac.uk

MODULE DESCRIPTORS

Study Skills For Theology

What is this module about?

This module focuses on the methods of study needed for higher education in general, and theological education in particular. It does so using theological texts and Biblical materials. This means that, while the module is of particular benefit to anyone who has been out of the habit of study for some time, it still has its own "free standing" benefit because of the reading it requires.

The module aims:

- to help you assess what you understand by "study"
- to give you some tools and pointers that will help you with your study, *and*
- to give you first hand experience of using these tools in a theological environment

What text books will I need?

As well as the supplied notes you will need:

- a Bible (preferably with a good cross referencing system)
EITHER a copy of *Learn How to Study: A Guide for Students of All Ages*. [D. Rowntree (Warner Books 1998)]
OR *How To Study Effectively* [G. R. Freenkm & J. Meed (Collins Educational 1996)]
- a copy of *The New Birth: What "Born Again" Really Means* [Rev. Dr. A. T.B. McGowan (Christian Focus Publications, Geanies House, Fearn, Ross-shire, Scotland, IV20 1TW, 1996)]

Assessment/ Feedback for this module

This module is designed to teach you basic study *skills*. For this reason the content of the module cannot be assessed in the same way as other modules. To complete the module successfully you need to submit to your tutor all written work requested, and complete a 1,000 word essay. Your tutor will comment on these, *but they will not be graded*. However, credit will be given for the module only when all written work has been submitted.

Biblical Theology I

What is this module about?

Although the Bible tells us about many people, places and events, it is really telling one story, which some have called His-story i.e. the story of God and his acts. This module introduces you to the themes of the first part of that story by giving you a thematic introduction to the Old Testament.

The module aims:

- to familiarise you with the broad sweep of biblical history, particularly as seen in the Old Testament
- to identify most of the key themes of the Old Testament
- to enable you to understand something of the historical background to these themes, *and*
- to enable you to see some of the links between the Old Testament story of God's people and the New Testament story of God's revelation in Jesus Christ.

What text books will I need?

As well as the supplied notes you will need:

- a Bible (preferably with a good cross referencing system)
- a copy of the 3 volume *Illustrated Bible Dictionary (IVP)*, or its more compact form simply called the *New Bible Dictionary*
- a copy of *Old Testament Survey* (second edition) [William Sanford La Sor et. al. (Wm. B. Eerdmans & Paternoster Press 1996)]

Assessment for this module (Access Level):

A study folder in which you will write the answers to questions in each unit - 30%

A 1,000 word essay to be submitted to your tutor by the end of the semester - 30%

A 1.5 hour examination (see Unit 15) - 40%

(NB. The exam consists of short answer, multiple choice and essay style questions.)

Assessment for this module (Interest Level):

A study folder in which you will write the answers to questions in each unit - 50%

A 1,000 word essay to be submitted at your leisure - 50%

An Introduction To The History of Christianity

What is this module about?

Church history is, as the name implies, the study of the history of the Church. The parameters of this study are enormous, spanning the last 2,000 years and touching all parts of the earth. This module gives us a "broad brush" picture of this remarkable story in a way that is readable and informative without being daunting.

This module aims:

- to give you an overview of the history of Christianity from the first century AD until today
- to introduce you to some of the major eras in the Christian story to provide you with tools to help you examine current issues

What text books will I need?

- a copy of *The New Lion Handbook The History of Christianity*; (Jonathan Hill, Lion Hudson plc, Oxford, 2007 (ISBN 978 0 7459 5156 0))
- a copy of *New Dictionary of Theology* (SB Ferguson et. al. eds., IVP, Leicester, 1988)
- EITHER a copy of *Strength of the Hills*; Jenny Robertson, The Bible Reading Fellowship, Oxford, 2001 (ISBN 1 84101 125 8)
OR a copy of *A Church History of Scotland*: JHS Burleigh, Edinburgh Hope Trust, 1988.

Note: both *Strength of Hills* and *A Church History of Scotland* are out of print but copies can be borrowed from the college library.

Assessment for this module (Access Level):

A study folder in which you will write the answers to questions in each unit – 60%

A 1,000 word essay to be submitted prior to the end of the semester – 40%

Assessment for this module (Interest Level):

A study folder in which you write the answers to questions in each unit – 60%

A 1,000 word essay to be submitted at your leisure – 40%

Introduction To Pastoral Theology

What is this module about?

Theology is not simply an academic discipline. Theological reflection takes place in the "rough and tumble" of life. It relates to the real world in which people are born, live, and die. It is our theological reflection on God's dealings with us in this "real" world which gives us the raw material for pastoral theology.

This module aims:

- to introduce you to some of the aims and methods of pastoral theology
- to provide an elementary biblical basis and rationale for the pursuit of pastoral theology
- to give you the opportunity to see some of the relationships between biblical and theological studies, and the life issues which we must face day by day
- to give you the chance for some personal reflection on some issues of pastoral relevance, *and*
- to give you the chance to explore some of the fundamental issues involved in grief and bereavement

What text books will I need?

As well as the supplied notes you will need:

- a Bible (preferably with a good cross referencing system)
- a copy of the 3 volume *Illustrated Bible Dictionary [IVP]*, or its more compact form simply called the *New Bible Dictionary*.
- *Sinclair B. Ferguson et. al. (Eds) New Dictionary of Theology [IVP, Leicester, 1988]*

Assessment for this module (Access Level):

A study folder in which you will write the answers to questions in each unit - 60%

A 1,000 word essay to be submitted prior to the end of the semester - 40%

Assessment for this module (Interest Level):

A study folder in which you will write the answers to questions in each unit - 60%

A 1,000 word essay to be submitted at your leisure - 40%

Introduction To Systematic Theology

What is this module about?

Systematic theology draws together the different strands of teaching found in the Scriptures in an attempt to systematically, coherently and meaningfully expound the Christian faith.

This module aims:

- to familiarise you with tasks and methods of systematic theology
- to identify the key themes of systematic theology
- to enable you to trace the links between these themes, *and*
- to show how the Person and Work of Christ, as revealed in the Scriptures, is the key to understanding them all

What text books will I need?

As well as the supplied notes you will need:

- a Bible (preferably with a good cross referencing system)
- *Sinclair B. Ferguson et. al. (Eds) New Dictionary of Theology [IVP, Leicester, 1988]*
- *Bruce Milne, Know the Truth [IVP, 1982]*
- *J. I. Packer, Knowing God [Hodder & Stoughton, many editions]*

Assessment for this module (Access Level)

A study folder in which you will write answers to Units 1 – 14 - 60%

Unit 15 which includes an essay to - 40%

Assessment for this module (Interest Level):

A study folder in which you will write answers to Units 1 – 14 - 60%

Unit 15 which includes an essay to - 40%

Biblical Theology II

What is this module about?

This module takes up the story we began in Biblical Theology I – the story of the acts of God in history. Where Biblical Theology I focused on the story of God and his actions as told in the Old Testament, this module focuses on the content and meaning of the New Testament. The books of the New Testament focus on the life, ministry, death, resurrection and ascension of Christ, and the consequences of these events both for the people of God and the history of the world. The books of the New Testament cover only a relatively small number of decades, but they bring to fulfilment the themes developed over centuries of Old Testament history.

This module aims:

- to familiarise you with the major divisions of the New Testament
- to acquaint you with some of the historical background to the New Testament
- to enable you to identify the development of key themes as introduced in Biblical Theology I (e.g. grace, covenant, sin etc.)
- to let you see that these are fulfilled in Jesus, the Christ, *and*
- to help you see the significance of these things for personal faith

What text books will I need?

As well as the supplied notes you will need:

- a Bible (preferably with a good cross referencing system)
- a copy of the 3 volume *Illustrated Bible Dictionary [IVP]*, or its more compact form simply called the *New Bible Dictionary*.
- a copy of *A Survey of the New Testament (Fourth Edition) [R. H. Gundry (Zondervan, 2003)]*

Assessment for this module

Access Level	Interest Level
Answers to questions in each unit - 30%	Answers to the questions in each unit - 50%
A 1,000 word essay - 30%	A 1,000 word essay - 50%
A 1.5 hour examination - 40%	

NB. The exam consists of short answer, multiple choice and essay style questions.