

BA (Hons) Theological Studies

Student Programme Handbook

2026-2027

v2 [Sep]

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Introduction

Welcome to your programme of study at the Highland Theological College (HTC) which is a partner college of the University of the Highlands and Islands (UHI). As a student pursuing a programme in theological studies you will be registered as a UHI student. Please familiarise yourself with the UHI website which can be found at the following address: www.uhi.ac.uk. In particular, you ought to familiarise yourself with the content made available to students at: www.uhi.ac.uk/en/students/.

In this Student Programme Handbook, you will find everything that you need to know about the BA (Hons) Theological Studies programme, including the academic calendar, details of modules, academic regulations and so on. The most recent copy of this Student Programme Handbook can be found on the HTC website: https://www.htc.uhi.ac.uk/students/handbooks-and-guides/ and on the UV600 Theological Studies VLE.

The policies and practices of the BA (Hons) Theological Studies programme are governed by the relevant sections of the UHI Academic Standards and Quality Regulations (ASQR). Regular reference will be made to this document in the following information. Students should consult this document, which is available at www.uhi.ac.uk/en/about-uhi/governance/policies-and-regulations/regulations for fuller details regarding the regulations for degree programmes within UHI.

Programme Information

Programme Title:	BA (Hons) Theological Studies
Duration:	4 years full-time (see below)
Accredited by:	The University of the Highlands and Islands
SCQF Levels:	7 – 10
Modes of Attendance:	Full-Time (FT) Part-Time (PT) Unstructured (U)

The normal planned length of undergraduate programmes is set out below. Students are expected to complete their studies in the timescales shown, but there is no maximum period of registration:

Award	**Normal planned length of programme**	**Full-time students complete within**	**Structured part-time students complete within**
CertHE	1 year	2 years	3 years
DipHE	2 years	3 years	5 years
BA	3 years	5 years	6 years
BA (Hons)	4 years	6 years	8 years

Programme Leader: Dr Robert Shillaker

Programme Team:

Full Time Lecturers

Dr Jamie Grant (Biblical Studies)
Rev Dr David Kirk (New Testament)
Dr Robert Shillaker (Systematic Theology)
Rev Dr Innes Visagie (Integrative Theology)

Part Time Lecturers

Rev Dr Warren Beattie (Understanding Worship and Sacraments)
Mr Ronnie Dewar (Exploring Other Faiths)
Prof Mark Elliott (Church History)
Rev Dr Jonathan Fraser (Integrative Theology)
Dr Rory MacKenzie (Exploring Other Faiths)
Mrs Ruth Smart (Greek Grammar)
Rev Dr Alasdair MacLeod (Church History)
Rev Tommy MacNeil (Christian Communication)
Prof Willie van der Merwe (Christian Ethics)
Rev David Miller (Mission in Contemporary Context)
Rev Dr Nick Needham (Church History)
Rev Dr Mike Parker (Exploring Other Faiths)
Dr David Reimer (Hebrew Grammar)
Rev Mike Rattenbury (Integrative Theology)
Mr Cameron Smith (Old Testament)

Programme Content and Structure

UHI has adopted the Scottish Credit and Qualifications Framework (SCQF), as set out below, as the basis for its taught provision:

Level	UHI Qualification & Credit Requirement
SCQF 7	CertHE Theological Studies Minimum 120 credits with at least 100 credits at level 7 or higher
SCQF 8	DipHE Theological Studies Minimum 240 credits with at least 100 credits at level 8 or higher
SCQF 9	BA Theological Studies Minimum 360 credits with at least 100 credits at level 9 or higher
SCQF 10	BA (Hons) Theological Studies Minimum 480 credits with at least 200 credits at levels 9 and 10 and at least 100 credits at level 10

The adoption of SCQF by UHI makes it possible for students, if they so wish, to take a module from a lower SCQF level, assuming that there are appropriate modules available at the lower levels. [Where appropriate, and where agreed to by the programme leader, able students may take a module from a higher SCQF level, particularly where all core modules at lower levels have been completed already.]

The content of the programme reflects the body of knowledge and skills appropriate to undergraduate theological study and embraces the main theological disciplines, that is, Biblical Studies (Old Testament and New Testament), Systematic Theology, Church History, and Pastoral & Practical Theology. Other related disciplines are also reflected to some extent within the Programme: for example, Apologetics, Missiology, Ethics, Counselling, and Religious Studies.

For the purposes of this programme the various disciplines have been organised into three strands (see also the tables below):

- Biblical Studies (including Old Testament and New Testament; Hebrew and Greek)
- Theological/ Historical Studies (including Systematic Theology; Church History; Apologetics and Philosophical Theology)
- Integrative Studies (including Pastoral & Practical Theology; Missiology; Religious Studies; Counselling)

<u>Levels and Credits</u>

Each credit represents 10 hours of notional FT student learning activity making 1200 hours at each level. For a full time student this makes for roughly a 40 hour week. It

should be noted that all learning activities are included within this, i.e. managed learning time, directed student activities and time spent in private study, revision, preparation for assessment, etc.

Modules

Each module is designed to achieve 20 credits, i.e. 200 hours of student activity and there are 6 modules per level, 3 each semester for full time students.

Core and Option Modules

Core Modules are compulsory modules within the programme to be completed successfully by all students on the programme, while Option Modules are modules within the programme available for student choice at specific levels. UHI distinguishes between 'academic core' and 'mandatory core' modules; on the BA Theological Studies programme a student may progress to the next level before all core modules are complete, but the student must complete the outstanding core module appropriate to any award given.

Electives

Provision is made at levels 2-4 for you to choose at least one elective module from a list of modules available at the appropriate level within the UHI network of degrees. HTC has a number of students who access by VC the BA (Hons) Scottish Cultural Studies of the Highlands and Islands, and the BA (Hons) Scottish History, and it would be relatively easy to choose electives from these modules. Should students wish to avail themselves of this opportunity they should discuss it with their personal academic tutor [PAT] in good time.

Progression

The four levels of the programme deliver a progression and coherence in terms of structure and content which reflect the progression in Aims and ILOs from one level to the next. Consequently, the programme provides a clear pathway from CertHE to DipHE to Degree to Honours Degree.

SCQF Level 7 modules provide an introduction to the foundational sources, concepts, vocabulary, methods and skills appropriate to each of the theological disciplines.

SCQF Level 8 modules seek to deepen and broaden your knowledge and understanding of more focused areas of the disciplines introduced at the previous level. In addition, at this level you will, with a measure of tutor support, be encouraged to develop some confidence in the use of critical and analytical skills.

SCQF Level 9 modules deepen and develop further the knowledge and skills gained at earlier levels, particularly critical and analytical skills. In addition, they also provide opportunities for the acquisition of greater facility and competence, for example, in the biblical languages. They also begin to cultivate application either across disciplines or to practical situations. The Project, which is the only core module at this level encourages you to take significant steps towards autonomy in your learning. For students simultaneously taking both Hebrew and Greek modules the Project is not core but optional.

SCQF Level 10 modules allow for the development of specialisation on the basis of the knowledge and skills gained at earlier levels. The modules at this level maximise student centred learning, making extensive use of guided reading, seminars, research work, tutorial discussions etc., all of which add to the deepening intellectual maturity of the student. The dissertation, in particular, provides the opportunity for significant student autonomy and for extensive development of both skills and knowledge.

Progression through the levels is evident also in terms of the choice available to students.

At SCQF Level 7 all but one of the modules are core. This is in line with the aims of the CertHE, which seeks to provide a basic introduction to the main disciplines of Christian theology.

At SCQF Level 8 the element of choice increases with none of the modules being core, though students will need to take care in the choice of modules that they choose any necessary pre-requisites for modules that they may wish to take in future years. However, in order to maintain sufficient breadth at the lower levels of the degree, students (with the exception of students taking both languages) must take one module from each of the three strands during this year (i.e. one from Biblical Studies, one from Church History/Systematic Theology and one from Integrative Studies). At this stage, you will have the opportunity to begin to specialise in one or

other of the main curriculum areas. All students of Christian theology will benefit from more in-depth treatment both of the content and the methodologies of the modules at this level.

At SCQF Level 9 there are no core modules other than that the Project. You will be required to complete a Project or the equivalent on a topic negotiated with the appropriate subject lecturer (unless you decide to pursue both Hebrew and Greek modules at level 9). The amount of choice available to you at this stage is but one aspect of the encouragement given to you to develop a measure of autonomy in your learning. By this stage, you may have set your sights on an honours level and it is important that you be permitted the necessary specialisation for this to be possible.

At SCQF Level 10 you are given the maximum freedom of choice, not only in terms of the modules you study, but also in terms of your dissertation topic. The dissertation is the only core subject at this level. By this stage, you will be very aware of your strengths, gifts and interests, and the honours level allows you to develop these significantly. The range of modules on offer allows for a combination of breadth and depth. You will be free to choose modules from across the strands, provided you have the necessary prerequisites.

Students wishing to pursue a chosen discipline at honours level or beyond should note that in some cases decisions about module choices have to be made as early as the second semester of SCQF Level 7. This is particularly true of those wishing to pursue advanced study in Old Testament, New Testament or Biblical Studies, for which facility in one or both of the biblical languages (Hebrew and Greek) is essential.

Students wishing to pursue advanced study in New Testament should choose Greek Grammar 1 at level 7, and the subsequent Greek Grammar 2 at level 8. Beyond that, the following modules have both English and Greek tracks. Students on the Greek track will spend time in reading and exegesis of Greek texts: Pauline Theology; Hebrews; Quest for the Historical Jesus and Luke-Acts. Greek Texts is, obviously, a Greek only class. Students wishing to pursue advanced study in Old Testament should choose Hebrew Grammar 1 and 2 at SCQF Level 8 and Hebrew Texts at level 9. Beyond that the following modules have both English and Hebrew strands: Wisdom Literature and Exploring Psalms.

Schedule of Modules for 2025-26

The following schedule indicates the semesters in which modules from the three strands of the programme will be delivered. Core subjects are printed in bold and must be completed for the award.

	Biblical Studies	Theological/Historical Studies	Integrative Studies
Level 7 S1	**UV607203 Jesus and the Gospels**	**UV607205 Introduction to Systematic Theology**	**UV607200 Introduction to Pastoral and Practical Theology**
Level 7 S2	**UV607207 Pentateuch** UQ707202 Greek Grammar I	**UV307204 Protestant Reformation**	UV607201 Worship and the Sacraments
Level 8 S1	UV608485 OT Prophets UQ708474 Greek Grammar II UQ408475 Hebrew Grammar I	UV308480 Early Church History	UV608473 Study of Counselling Theories UV608484 Exploring Other Faiths UV608490 Christian Ministries
Level 8 S2	UV608478 Pauline Theology UQ408477 Hebrew Grammar II	UV608481 Person and Work of Christ	UV608491 Christian Communication in Contemporary Scotland
Level 9 S1	UV609744 Hebrews UQ409750 Hebrew Texts	UV209748 Scottish Church History	UV609739 Homiletics UV609740 Christian Spirituality
Level 9 SC	**UV609747 Project** UV609741 Placement		
Level 9 S2	UV609743 Wisdom Literature UQ709745 Greek Texts	UV609746 Doctrine of God	UV609742 Counselling in a Pastoral Setting
Level 10 S1	UV610778 Luke-Acts		UELECTIVE
Level 10 SC [40 credit]	**UV610782 Dissertation** UV610785 Research in Theology and Philosophy		
Level 10 S2		UV310780 Medieval Church History	UV610784 Christian Ethics

Note for remote students

*** Though the vast majority of modules are available to everyone Study of Counselling Theories and Counselling in a Pastoral Setting are available only to students who are accessing classes synchronously by VC, and they are not recorded. While Homiletics can be studied asynchronously there is a mandatory assessment that requires attendance on campus. The language modules have traditional exams on campus or at a suitable pre-arranged venue.**

A brief description of the modules can be found in the appendix, 'Module Summaries'. Module reading lists can be obtained through the UHI library: https://uhi.rl.talis.com/index.html.

Programme Organisation and Management

All students access their programme through the virtual learning environment (VLE, also referred to as 'Brightspace', which is the provider of this service). This platform presents the course materials and gives the opportunity to students to explore links to many significant internet resource sites, and digitised materials. The VLE also enables peer interaction via the discussion board. Students may also access classes using MS Teams, or by VC from another UHI college or learning centre. All, but a few, of the lectures are recorded and made available to the students on the module. (UHI has a recording privacy notice.) Students are required to resource themselves with a PC with an adequate specification. Information on IT can be found at UHI IT and Digital Infrastructure department website.

International students would normally be expected to purchase core texts for each module, and it is desirable that they have access to a theological library; however, each student's specific circumstances will be taken into account by the programme leader.

MyDay – Student Portal

MyDay is the university student portal. It aims to provide all the student information you require in one handy online portal. As well as your everyday essentials such as pass through access to the VLE, UHI Records and email (no need to login again!), you will also find links to many other useful things such as a software downloads, IT help, local support, news and more. You can find MyDay at http://myday.uhi.ac.uk/. You can also download the app from the Apple or Android store (search for MyDay).

Academic Calendar

The UHI academic calendar for this session is available at www.uhi.ac.uk/en/students/academic-calendar

Programme Committee

The delivery of the programme will be overseen by the BA Theological Studies Programme Committee. The Programme Committee is responsible to the Academic Board of HTC. It reports regularly to these bodies.

All staff who are teaching modules of the BA (Hons) Theological Studies programme are members of the Programme Committee. The programme leader (PL) is Robert Shillaker who also acts as the Chair of the Programme Committee.

Student Representation

The student body on each level of the programme will be invited to elect and appoint a representative to the BA Programme Committee, which is responsible for the management of this programme. Students on this programme, along with students on other UHI programmes, will have the opportunity of electing UHI student representatives to serve on a variety of UHI committees. For information on the UHI Student Association see www.hisa.uhi.ac.uk/. All student representatives are encouraged to bring issues concerning students to the appropriate committee or board, and to provide the student body that they represent with feedback from these committees and boards.

Student Support

Overall Student Support Strategy

These student support services and activities fall into two broad categories, academic and non-academic, which are reflected, for example, in the provision alongside module lecturers and personal academic tutors (PATs) of a student support officer.

Personal Academic Tutor

At the beginning of session you will be assigned a personal academic tutor (PAT) for the duration of your programme. The PAT will deal with general academic matters, learning skills, and programme guidance. He/she will be responsible for generally

encouraging you in your learning experience and providing a 'listening ear', etc. The name of your PAT can be found on the Student Journey website.

Normally a relationship of trust is quickly built up between student and PAT. In situations where the student and PAT are not able to work together, however, provision is made for a change of PAT.

International students will also be allocated a PAT who will be available by e-mail and, by arrangement, by other means.

Module Leader

Even where team-teaching occurs, each module will have one designated module leader (ML) 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. Where possible MLs will meet with first year students to discuss exam techniques and provide feedback from exams.

On-going Guidance

Students on the programme may at any time arrange, through the Academic Office or by e-mail, to speak to the programme leader, to their personal academic tutor or to any of their lecturers. In addition, students will be contacted individually by their personal academic tutor who can offer guidance on choosing modules and suitable programme pathways and other relevant matters.

Where and when appropriate, lecturers will give advice to students on their performance and study problems. In particular, lecturers will advise students who have failed in one or more components of a module on the courses of action open to them.

Provision will be made at an appropriate time each semester for students, in consultation with their personal academic tutors, to choose their modules for the following semester or session.

Pastoral Support

In addition to academic support there is a commitment towards the pastoral support of students and there is a staff member responsible for this, Cathy Steed, who can be contacted at cathy.steed@uhi.ac.uk or through reception. The role of this person is to provide ongoing pastoral support to all students on the programme whether on-

campus or learning at a distance by contacting students on a regular basis and by being available to them by telephone, e-mail or in person. This service is also available to international students by e-mail or other means by arrangement.

Additional Support Needs

Students with special needs, such as dyslexia, are asked to make these needs known to the college administration at the outset of their programme so that appropriate arrangements can be put in place, e.g., for examination purposes. Further advice can be found at www.uhi.ac.uk/en/students/support. There are also special websites available dedicated to assisting students with mental health issues (www.samh.org.uk and https://www.uhi.ac.uk/en/students/support/support-for-your-wellbeing-and-mental-health.

Where, through evidence of essay work, we identify students who would benefit from the enhancement of skills, we recommend to them that they take appropriate enhancement classes, e.g., in writing skills and the use of English grammar. At the same time, there is further advice in the Study Skills section, including a link to a helpful VLE.

Library and ICT Support

In addition to the support provided by the academic staff, students are also supported by the librarian, Mark D. Stirling (Mark.D.Stirling@uhi.ac.uk). Students can also find quick help using the UHI Service Desk: https://www.uhi.ac.uk/en/lis/servicedesk/.

Much of the library content is digital. Students have access to ATLA, The Philosophers' Index and other on-line resources, available through UHI Library webpages. The catalogue can be searched at: https://uhi.on.worldcat.org/discovery In addition, UHI has membership of the British inter-library loan system.

A comprehensive postal service for print books is available to distance learners.

All other information pertaining to the library can be found at: https://libguides.uhi.ac.uk/c.php?g=687989

For those students studying at a distance from HTC but near another university or major library, often, access to borrow books through the SCONUL scheme can be arranged (http://www.sconul.ac.uk).

Study Skills

- Further study-skills advice and information is available on the VLE, UV600: Theological Studies.
- UHI also offer study skills advice: https://myuhi.sharepoint.com/sites/StudentArea/

Assessment Procedures and Regulations

Scheduling of Assessment Workload

The UHI Academic Standards and Quality Regulations' Assessment Regulations (ASQR) are followed in the BA Theological Studies programme. A copy of these regulations can be found at https://www.uhi.ac.uk/en/about-uhi/governance/policies-and-regulations/regulations/ [see section 17b Assessment Regulations (Degree Programmes)].

All SCQF Level 7 assessments are scheduled by the programme leader to ensure that no Level 7 student has any two assignments due on the same week. Thereafter, students are encouraged to become more autonomous in their management of these aspects of their own learning.

Essay Layout and Word Limit

The essay layout should follow the conventions listed:

- A4 'paper' should be used, and saved in Word DOCX format.
- 12 point type should be used for main text, and 10 point for footnotes.
- The required type-face is Arial. No italicised or other unusual fonts are acceptable (except for occasional words and phrases where conventionally appropriate).
- Type-script to be in at least 1½ spacing.
- Leave at least 25mm margin at each side of each page.
- It is recommended that a further line space be left between paragraphs and that sub-headings be in bold type.
- Number the pages.
- Reference in accordance with Modern Humanities Research Association (MHRA) specifications (see, referencing sections below and in the appendix). Note footnote number goes last in a sentence, outside the punctuation. The reference should take the reader to the *exact* page from where material is sourced.

Assessments will have a word limit set unless otherwise stated. The word limit excludes footnotes and bibliography (though note the details of the referencing

section below). The programme team has adopted a word limit policy for written assessments that is at the upper end, or sometimes in excess, of the UHI Academic Standards and Quality Regulations in relation to the default word limits. This is to remain in line with sector standards and meets with the approval of the external examiners. Generally, the student will be allowed + 10% of the given word count without penalty; over 10% and the following penalties will be applied:

Word count exceeded by 11-20%	5% of mark will be deducted e.g. 65 – 3 = 62
Word count exceeded by 21-30%	10% of mark will be deducted e.g. 65 – 6.5 = 58.5 (59 rounded)
Word count exceeded by 31-40%	20% of mark will be deducted e.g. 65 - 13 = 52
Word count exceeded by 41-50%	30% of mark will be deducted e.g. 65 – 19.5 = 45.5 (46 rounded)
Word count exceeded by 51% or more	50% of mark will be deducted e.g. 65 – 32.5 = 32.5 (33 rounded)

Plagiarism, Generative Artificial Intelligence and Academic Misconduct

Plagiarism - or using other people's words and ideas without acknowledgement – is one of the most serious forms of academic cheating. Basically, plagiarism is theft and will not be tolerated under any circumstances.

Plagiarism can be defined as:

1. Copying the exact words of another author without using quotation marks and/or without referencing the source
2. Copying the exact words of another author without referencing the source
3. Using the ideas of another author without referencing the source (even when you do not directly quote the author's words)
4. Copying another student's work (current or previous) in written, word-processed or electronic form.

UHI, like all universities and colleges, has strict rules on plagiarism**. It is absolutely essential that you familiarise yourself thoroughly with the UHI regulations regarding plagiarism** and with the penalties which those who plagiarise will face. These can be found in Section 19: Academic Disciplinary Policy and Procedure of the ASQR at https://www.uhi.ac.uk/en/about-uhi/governance/policies-and-regulations/regulations/ [see 'Section 19 – Academic Misconduct Policy and Procedure' and appendix 'Academic Misconduct'].

Generative Artificial Intelligence (GAI) tools

Use of GAI for writing assessments that is not cited or referenced falls under the current academic misconduct regulations for plagiarism, since it is the presenting of material that is not yours as yours.

In normal circumstances **you should not use GAI** as:

1. GAI generated content is often incorrect and based on unregulated internet and certainly the not peer reviewed sources that you should be using.
2. Output is not unique across users, so it could be detected by Turnitin.
3. You may be giving the rights to your work, and any other material that is used, to the company providing the AI service. You must always read the terms and conditions before using any web service. Accepting the terms and conditions (usually by clicking a check box such as "I agree") is a binding legal contract between you and the company.

Using GAI to provide text completely undermines the educational experience of study. Irrespective of what it feels like in the latter half of the semester, the purpose of studying is not to produce essays (or other assessments), nor is it to gain a certificate (unless one is particularly cynical); it is to develop as a person with the skills and attributes listed in the various ILOs. The use of GAI does not let someone develop the ability to 'critically and sympathetically evaluate', or 'express themselves', or to 'reflect on their own theological and personal development'. It is these skills that will carry and sustain a person in whatever role they fill after graduation.

Note that UHI regulations state that you may not put any copyrighted material, course materials or assessment questions into GAI tools. The terms and conditions that you agree to when you create an account on most GAI providers means that they have acquired rights to use the material in certain ways. It is unethical to give away others' property, namely work produced by lecturers or other authors, for the profit of other organisations.

If for a *specific reason* you want to include material from GAI, you must cite and reference your use of AI, just as you must cite and reference other sources.[1] Failure to cite and reference AI generated content will be treated as academic misconduct.

[1] See https://www.uhi.ac.uk/en/t4-media/one-web/university/about-uhi/governance/policies-and-regulations/policies/generative-ai/generative-ai-policy.pdf, pp. 5-6 for what is required.

See ‘HTC advice to students on GAI or GenAI’ on UV600 VLE, Humanities ‘Student use of GAI’ and also UHI Generative Artificial Intelligence.

Table extracted from the document, ‘Student use of Generative Artificial Intelligence (GAI) in Humanities modules’

Activity	Permitted	Not permitted
Writing assessed work		x
Editing, re-drafting and re-wording assessed work		x
Summarising assigned weekly readings for class		x
Summarising resources used in assessed work		x
Generating images for assessments		x
Developing structures/planning		x It is essential you **do not input your essay question/assessment instructions** into any GAI software as this contravenes UHI copyright.
Drafting discussion board posts		x
Writing email correspondence to staff	x You may use it for this purpose, but please ensure you check for accuracy before sending and **do not upload any personal/sensitive information** about yourself or any member of staff to GAI tools.	
As a chatbot to ask general questions about your studies, assignments, etc.	x Please remember that staff would prefer you come to them with any queries you have about your studies, so although you are welcome to use GAI in this way we would always encourage you to come directly to us.	
Developing personalised study or research resources	x Remember that UHI has a fantastic study support team and you also have access to many useful study resources in [UV600 VLE] and the Essential Student Skills Guide. Think of GAI as adding to these, not replacing them.	

Test your knowledge/act as a revision aid	x As always, **be careful not to include personal information** in your prompts, **or copyrighted material (including teaching resources)**	

Grammarly[2]

Only students with a Personal Learning Support Plan (also known as a PLSP) that specifically mentions Grammarly are permitted to use it for coursework, assessments or other academic tasks. If you don't have a Personal Learning Support Plan, you should not use Grammarly for your academic work.

If you do have a Personal Learning Support Plan that allows it, you can keep using Grammarly—but … no Generative AI features allowed.

Regardless of whether you have a Personal Learning Support Plan or not, no student is allowed to use Grammarly's Generative AI (GAI) features for any kind of academic work. That includes class tasks, coursework and assessments.

How to Avoid Plagiarism and demonstrate absence of GAI

It is very easy to avoid being suspected of plagiarism and GAI use: *use your own words*, and when you need to cite or quote, do so *consciously* and *reference correctly*! That is, you must give credit whenever you use:

- another person's idea, opinion, or theory;
- any facts, statistics, graphs, drawings (in fact any pieces of information) that are not common knowledge;
- quotations of another person's actual spoken or written words; or
- paraphrase of another person's spoken or written words.

When using a source in your work:

- Put in quotation marks everything that comes directly from the source. Do this even when taking notes so that you do not forget later.
- Always acknowledge facts, diagrams and original thought.
- If you paraphrase make sure you are not just rearranging or replacing a few words, rather rewrite the idea entirely in your own words. Check your paraphrase against the original text to be sure you have not accidentally used

[2] Extract from email to students, Professor Keith Smyth, UHI Dean of Learning, Teaching and Students, 24 April 2025.

the same phrases or words, and that the information is accurate. Referencing is still required.

The best way to avoid plagiarism is to *read for the purpose of learning*. Then once you understand the subject yourself, answer in your own words. Relying on quotations (even when avoiding plagiarism) to form the essay's argument prevents you developing to your full potential.

When you reference, make sure that you do so properly, **always include the precise page(s)** where you got that specific piece of information or point from. Your reader must be able to go directly to the quotation or idea in the source that you cite. Vague and wide page ranges will attract comment and penalties.

Referencing precisely will also ensure that your essay is grounded in the details of the academic literature, which, in turn, will help you develop a stronger argument. Avoid sweeping claims, repetitions and lack of detail. These have always been considered as a weak academic writing, but now it is also an indicator of GAI use, so will attract further attention, and potentially penalties.

The Mechanics of Quotations and Referencing

Every publisher, journal and university have their own style requirements, so you will see different layouts as you read. However, while you are on the theology programme follow the Modern Humanities Research Association (MHRA) style. This can be found, also, on the Cite Them Right website (linked from UHI Library pages) and is provided in bibliographical software such as EndNote Fusion, Zotero and Nota Bene. It is not complicated but does require attention to detail. Get it right during your first semester and then it will be automatic and easy to do.

As in other aspects of your academic work, we will expect to see a progression in the use of footnotes as you move through the levels. At SCQF Level 7 we simply ask that you give details of the sources from which you have either quoted directly or where you acquired an idea. At higher levels you may extend your footnotes to give supporting information (e.g., additional biblical or other source references; brief comments on sources with which you disagree) but do not use footnotes to advance your central argument. In SCQF Level 10 you should be beginning to engage with material in a manner not unlike that of serious academic researchers.

The extent of your footnotes should never exceed 30% of the essay word limit. You should not abuse the footnoting system and, by doing so, seek to circumvent the essay (or other assignment) word limit. Do not use the footnotes to develop your argument in any new or substantial way. Such abuse will be penalised by an automatic penalty of 10%

Submission Procedures

It is important that you are clear from the first week of semester as to the number of essays (and other assessments) required of you for each module to be taken that semester. The relevant information for each module is available in the module descriptor. It is also important that you are aware of the submission dates for each piece of assessment. This will be written on the assignment sheets given out in the first week of semester. **It is your responsibility to ensure that you have all this information by the end of your first week of semester**. If you do not have this information, then seek out your module lecturer(s) immediately and acquire it. You can then plan your reading and writing of each essay, so that you are not left with several essays to write in the space of 24 or 48 hours! Note, also, that a submission must be made to every summative assessment on a module in order to pass the module (even if it is only 10% of the module and your average is already a pass).

The assessments for SCQF Level 7 students are scheduled so that you will not have to submit two major pieces of work in any one week. While we try to space essays out at the other levels, with the range of options available it is impossible to avoid some clashes. Students at levels 8 and above will need to manage their own time to ensure that all assignments are in on time. In order to do this, you need to start on essay preparation early in semester.

Essays can often take up to 30 hours to research and write. So if you leave preparation until the last moment, you may find that you have what ought to be, say, 90 hours work (i.e. 3 essays) to cover in a couple of days, alongside the normal work of preparation for lectures, seminars, etc. There are not 90 hours in two days, or even three days, even if you do not sleep! So start preparing for your essays from week one and make sure that your preparation is focussed. Do not fritter away your time.

All assignments must be submitted electronically by submitting a single document in Word (DOCX) format at the appropriate place (where the question is found) on the module VLE. A message confirming the successful upload is automatically generated by the VLE and you can see your document if you return to the page. Note that all submissions are passed to Turnitin originality checker. To learn about Turnitin, see https://induction.uhi.ac.uk/Using-technologies/Turinitin-Student-guide.pdf.

Late Submission

All pieces of work will be issued with a due date. Late submission of work will be penalised in accordance with UHI regulations as follows:

Up to 1 day late [i.e. up to 24 hours after the submission time/date, if a time was specified, or by 23.59 on the day following the submission date if no time was specified]	5% of mark will be deducted e.g. 65 - 3 = 62
2-5 days late	10% of mark will be deducted e.g. 65 – 6.5 = 58.5 (59 rounded)
6-10 days late	20% of mark will be deducted e.g. 65 - 13 = 52
More than 10 days late	Work will not be accepted and will be marked as 0

Penalties for late submission apply equally to full-time and part-time students. 'Days' refer to actual days, not working days.

Mitigating Circumstances

In the event that a situation arises that prevents a student from completing an assignment or demonstrating his or her real level of performance, a student may apply for mitigating circumstances (MC). The student should in the first instance consult the UHI regulations on mitigating circumstances at https://www.uhi.ac.uk/en/about-uhi/governance/policies-and-regulations/regulations/ [note the appendix in these regulations entitled 'Mitigating Circumstances']. It is necessary, and a good idea, to discuss the issue with his or her PAT.

The student needs to apply for each individual assessment they wish to claim MC for. If MC is awarded by the UHI MC Panel and no submission is made, then the student gets the opportunity to sit the resit paper issued after the exam board as if it were the first attempt (i.e. mark uncapped). If it is intended to submit late, then submission must be made in a timely manner, before the end of Week 14, to allow it to reach the exam board. If it does not make it to the exam board then the assessment is treated as a non-submission and the new resit paper will be provided and answers to the old one cannot be accepted. [NB. The MC process is run by UHI and any changes they make during the semester will have precedence over the advice given here.]

If the student's situation meets the criteria, they should apply using the application form found at www.studentjourney.uhi.ac.uk.

Performance Criteria

All assessed work will be marked according to the following performance criteria and conventions in line with UHI standards. In determining the mark/grade to be awarded, markers will pay close attention to the criteria detailed in the appendix, 'Assessment Criteria'.

Description	**Mark**	**Grade**
Excellent	70+	A
Above average	60-69	B
Average	50-59	C
Satisfactory (pass)	40-49	D
Unsatisfactory	0-39	F

Assessment Feedback/Forward

Our policy is driven by the ASQR [UHI Academic Standards and Quality Regulations], the relevant paragraph states:

> 17b.35 Students shall be informed of their progress throughout the programme and have the opportunity of regular contact with their personal academic tutor (PAT). Students' work will be marked and feedback given with an appropriate timescale (normally not more than 15 working days from the date of submission). Where this is not deemed to be possible, students should be informed of when the work will be returned.

There are a few points to note:

(1) It is ‘normally’ the case that feedback will be returned in this timescale, and that is the aim of the lecturers to do this, but other duties and responsibilities have an impact on this. If it is clear that the deadline is going to missed then an email should be sent (however, as the marking turnaround is very tight, some delays are last minute and an email may not always be sent if the feedback is immanent.)

(2) The deadline for submission of essays is midnight, and the scripts are not available until the day after the due date; late submissions can further delay processing. For these reasons a date 17 days after the due date is the target date for feedback.

(3) note that it is 17 working days, so weekends and holidays (including one day bank holidays) are not included in the calculation.

Special effort is given to the first assessments, which also function as formative assessment, so that students can use the feedback in the subsequent assessment on the module. To this end the essay coversheets have sections requiring students to engage with previous feedback.

- Students also have the opportunity of viewing their exam scripts, usually after the Board of Examiners has met. They are also encouraged to seek oral feedback from the lecturer, particularly if their work has been of a ‘C’ grade or lower.
- Through the above-mentioned feedforward, summative assessment is also seen to aid formative development.
- Students failing assessments are normally given particular attention and tuition by module lecturers and/ or personal academic tutor (PAT) and/or programme leader who will consider with the student possible reasons for their failure. Additional help with exam technique or essay writing, etc. is usually provided, sometimes individually and sometimes as part of extra study skills classes. Such students are also told what they need to do to redeem the situation.

Results

Module results will be available online – this will be the only official notification of your results

Check your module results online

You can see your official module results online – just log on to UHI Records at www.studentjourney.uhi.ac.uk using your usual student id and password.

Any marks that you see prior to the exam board are provisional and may change in light of an external examiner's feedback at the board. Your module results will be available two working days after the exam board has met – in February and June. It is YOUR responsibility to check your results so that you know how your studies are progressing.

What to do if you have a resit

If for any reason you have not passed one or more modules, you MUST contact your personal academic tutor (PAT) or programme leader to find out what resits you will need to take and when and where these will take place. The University will not write to you with information about your resit arrangements (it gives advice), so it is essential that you are clear about what you must do.

If you fail a module at the first attempt, you will normally be offered an opportunity for reassessment of the failed elements of the module during the same academic year, either during semester 2 or the summer period. There will be no additional charge for the second attempt, though your module mark will be capped (at 40%).

If you fail a module at the second attempt, you may be given a further opportunity for reassessment by repeating the whole module. This means you will be required to enrol on the module again at the next opportunity, normally during the following academic year. You will be entitled to normal tuition and academic support. Therefore, you will be charged the modular fee, which will cover your third and fourth attempts at assessment. A student will not normally be assessed for any module on more than four occasions.

The summer resits are normally submitted near the end of July. It is important that you check your UHI mail account regularly, as this is the way that information is sent out. Until the resit assessments are complete you will find that you cannot make

module choices for the following September. Once the resit exam board has confirmed the module pass, you will be able to choose your modules, and you should do so as soon as possible.

Progression

In order to progress from one level to the next the student is generally required to pass all six modules at the lower level before starting the next level. However, the exam board may, at its discretion, allow a student to carry up to two modules to the next level of the programme provided certain conditions are met.

Full details on progression may be found in the UHI Academic Standards and Quality Regulations Section 17b which can be found at https://www.uhi.ac.uk/en/about-uhi/governance/policies-and-regulations/regulations/.

External Examiners

In accordance with UHI regulations two external examiners have been appointed to oversee the assessment process and to ensure that academic standards are maintained.

The external examiners are:

Biblical Studies: Rev Dr Simon Stocks of the Bristol Baptist College.

Systematic, Historical and Practical Theology: Rev Dr Ken Jeffrey of the University of Aberdeen.

Student Appeals (Academic) and Complaints

If a student wishes to appeal against an academic result notified to him or her by a member of lecturing staff or against a decision of an exam board, it will normally only be considered on the following grounds:

- that a student's performance was adversely affected by illness or other factors which he/she was unable or, with valid reason, unwilling to divulge to their lecturer prior to attempting an assessment, or not made known to the exam board when it made its decision. The student's appeal must be accompanied by documentary evidence acceptable to the senior manager, namely the Vice-Principal (Academic) who considers the appeal in the first instance.
- that evidence is produced that there was material administrative error or that an assessment was not subject to appropriate internal moderation or otherwise not conducted in accordance with the course regulations.

- that evidence is produced that some other material irregularity has occurred.

Appeals which question the academic judgement of individual members of staff or the exam board will not be entertained.

Detailed instructions and regulations for academic appeals can be found in section 18: Assessment Appeals Procedure of the ASQR which can be found at https://www.uhi.ac.uk/en/about-uhi/governance/policies-and-regulations/regulations/.

In the instance that a student wishes to register a non-academic complaint, he or she should consult https://www.uhi.ac.uk/en/students/support/complaints.

Appendices

Programme Aims and Learning Outcomes:

The general programme aims are:

- To make degree level provision (including honours), embracing the core disciplines of Christian theology, available primarily, though not exclusively, to students in the UHI region.
- To enable students: to gain knowledge and understanding of the core Christian disciplines; to reflect on the interrelationships between, and implications of, these disciplines; to develop a variety of discipline-related and transferable skills and capabilities as useful preparation for a variety of (formal/ informal) ministries, callings or secular employment destinations.
- To make the delivery of the provision as flexible and open as possible (within other constraints upon the college), in order to maximise student choice in securing a pathway suitable to their particular needs
- To provide a basis for further learning, whether at post-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 specific aims for each level of the programme were developed to articulate with these general aims. The specific aims are as follows:

Aims of the CertHE Theological Studies

1. To introduce students to the main disciplines of Christian theology and to the foundational sources, concepts, vocabulary, methods and skills appropriate to each of these disciplines.
2. To lay the foundations for students to progress to further theological study, not only in terms of knowledge and understanding, but also in the development of the key skills appropriate to the disciplines being studied.

Aims of the DipHE Theological Studies

In addition to the aims of the CertHE expressed above, and which it shares, the DipHE has the following aims:

1. To deepen the student's knowledge and understanding of the main theological disciplines and to develop the cognitive and other skills appropriate to these disciplines;
2. To enable students to begin to develop confidence in evaluating critically and sympathetically a variety of views, methods and theological approaches within these subject areas;

3. To encourage in a limited and directed way the application of knowledge across the disciplines and to a few areas of practice;
4. To provide students with the basis for degree-level studies, in both the areas of knowledge and understanding and key skills.

Aims of the BA Theological Studies.

The aims of the degree programme coincide in its first two levels with those of the DipHE but in addition it also has the following aims:

1. To provide students with the opportunity to further broaden and deepen the scope of their theological learning, building on the knowledge and skills' base (both discipline specific and transferable) developed through the DipHE;
2. To encourage students to begin to develop a measure of autonomy in their learning, particularly in the planning, preparing and presentation of a project;
3. To further develop skills, confidence and academic rigour in the student's evaluation of their own and others' theological positions and their implications;
4. To develop the student's intellectual flexibility and their ability to reflect upon the different areas of study and to relate them to one another and to a limited number of practical applications;
5. To provide students with the basis for Honours' level study, where appropriate.

Aims of the BA (Hons) Theological Studies

The aims of the Honours degree are fully congruent with those of the ordinary degree, but extend and deepen them as follows:

1. To enable eligible students to develop and deepen, in more specialized areas of study, the skills (both discipline specific and transferable) and knowledge acquired through successful completion of the ordinary degree;
2. To further encourage the enhancement of student autonomy, particularly through the completion of the dissertation;
3. To enable students to demonstrate their mastery of a specific aspect of theological study, and their ability to communicate effectively relevant information, theories and principles;
4. To provide students with opportunities for inter-disciplinary study at an advanced level;
5. To provide students with the necessary basis to enable them to progress to post graduate research work where appropriate.

The intended learning outcomes (ILOs) of each level are as follows:

ILOs of the CertHE Theological Studies:

Upon successful completion of this programme, students should be able to:

1. Identify the nature and scope of the main theological disciplines;

2. Describe and/ or explain the foundational concepts, vocabulary, sources and methods appropriate to each of these disciplines;
3. Perform, under direction and at a basic level, the skills appropriate to each of these disciplines (e.g. exegesis, simple translation, etc.);
4. Select and organize, with a measure of guidance, material appropriate for presentation in assignments such as seminars and essays, and to present such work with clarity;
5. Summarize and/or describe fairly the views of others.

ILOs of the DipHE Theological Studies

Upon successful completion of this programme students should be able to fulfil the ILOs of the CertHE and also the following:

1. Demonstrate the ability to discuss specific areas of theological study in some depth;
2. Exhibit an increasing level of facility with skills appropriate to each discipline;
3. Critically and sympathetically evaluate theological formulations and/or hypotheses important for each subject area;
4. Express themselves in a manner which shows clarity of thought, substantial comprehension of the subject matter involved in each discipline, and the ability to justify their own views;
5. Reflect on their own theological and personal development in the light of their interaction with the various elements of the programme.

ILOs of the BA Theological Studies.

Upon successful completion of this programme students should be able to fulfil the ILOs of the DipHE and also the following:

1. Demonstrate a comfortable familiarity with a broad range of theological issues and approaches and their constituent themes, debates and relevant skills;
2. Give evidence of substantial ability in analysing, formulating and expressing theological concepts, in a learning environment which encourages increasing student autonomy;
3. Demonstrate considerable insight into the strengths and weaknesses of a variety of theological approaches to specific issues and evaluate their application to an appropriate range of personal and pastoral situations;
4. Exhibit the ability to defend and justify one's own theological position without prejudice to other positions, showing systematic, articulate and well-reasoned argumentation;
5. Demonstrate increasing intellectual maturity and the ability to reflect self-critically on their own intellectual and personal development.

ILOs of the BA (Hons) Theological Studies

Upon successful completion of the Honours degree, students should be able to fulfil the ILOs of the ordinary degree plus the following:

1. Demonstrate a comfortable familiarity with the themes, debates, methods and skills relevant to at least one of the main disciplines of theological study;
2. Demonstrate autonomy and intellectual flexibility in learning and research capabilities, by selecting an appropriate dissertation topic and by applying appropriate methods to their investigation;
3. Give evidence of well-developed skills in the critical analysis, discussion and evaluation of a variety of primary and secondary sources in at least one discipline of theological study;
4. Produce work that has the potential to satisfy criteria for publication in academic or professional journals;
5. Critically engage with viewpoints other than their own, representing fairly the views of others and arguing their own position with integrity

Module Summaries

Module reading lists can be obtained through the UHI library: https://uhi.rl.talis.com/index.html.

SCQF Level 7

Jesus and the Gospels (Core) *David Kirk*

The canonical Gospels witness to the life, teachings and death of Jesus. In this module you will begin to get to grips with these Gospels. You will explore their relationship to each other, their central themes, especially the emphasis of the Synoptic Gospels on the gospel of the Kingdom. You will also be introduced to debates about the reliability of the Gospels, their relationship to non-canonical gospels, and the question of the Resurrection. Jesus, and the Gospels themselves, will be placed within their social and cultural context.

Introduction to Systematic Theology (Core) *Robert Shillaker*

In this module we will first identify the forms, methods and criteria for decision-making before moving through the main sub-divisions within the discipline of systematic theology. In particular we will look at the following doctrines: Revelation, Scripture, God, Anthropology, Christology, Atonement, Redemption, Ecclesiology and Eschatology.

Introduction to Pastoral and Practical Theology (Core) *Mike Rattenbury*

The Practical and Pastoral Theology module (PPT) comprises of discourses about God's caring love for His people and the calling of His people to care for one another. The Scriptural image of the shepherd operates as a dominant metaphor shaping these discourses. These discourses have implications for leadership, what it means to be part of the body of Christ, and for ecclesiology. This module also explores other classical metaphors or images of pastoral care, such as the Wounded Healer, the Wise Fool, and how these shed light upon the nature of Christian care. The module further implements a very basic training of theological reflection in the context of some of the challenges of Christian living in the 21st Century, and explores the relevance of pastoral and practical theology to entities like spirituality, preaching, witnessing, relational living, gender issues, counselling, etc.

The module will give an introductory overview of the methodology used in the praxis of practical theological studies and research.

Pentateuch (Core) *Cameron Smith*

This module considers the basic structure, unity, themes and theology of the Pentateuch as a whole; and looks at the distinctive contribution of (some of the) individual books make to the whole. It also introduces students to the practice of exegesis.

Greek Grammar 1 *Ruth Smart [ML: David Kirk]*

Begin your journey in reading Koine Greek, the language in which the New Testament documents were written, and the *lingua franca* of its world. This module will take you through the first part of our Greek Grammar course, as you develop basic skills for reading Koine Greek.

Protestant Reformation (Core) *Alasdair MacLeod*

This module constitutes an introduction to the history of the Protestant Reformation, from its antecedents in the Renaissance to the response of the Roman Catholic Church codified at the Council of Trent.

Understanding Worship and the Sacraments

Warren Beattie [ML: Jonathan Fraser]

The module looks at worship as a phenomenon in this world but also exploring worship in its specific religious and spiritual contexts. The module also takes a closer look at worship within the Christian context, exploring how it is understood and practised within various Christian traditions, past and current, with a main emphasis on worship in a reformed context. Finally, the module will encourage students to attempt to articulate a reformed understanding of worship within the context of the 21st century.

SCQF Level 8

Old Testament Prophecy *Cameron Smith*

This module examines representative prophetic literature from the main historical epochs of the Old Testament; and introduces students to some of the main theological themes of the prophets.

Pauline Theology *David Kirk*

Around a third of the New Testament canon is composed of Pauline texts where the themes of salvation through Jesus Christ and new life in him come to the fore. In this module, you will encounter Paul the man - Pharisee, disciple, adventurer, missionary, theologian. You will continue to develop your knowledge of the first

century world and you will be introduced to some of the main contours of Paul's thought, through exegesis of chosen Pauline texts in English or in Greek, and through reflection on key movements in the field of Pauline Studies.

Greek Grammar 2 *Ruth Smart [ML: David Kirk]*
Continue your journey in Koine Greek reading and interpretation. In this module, you will complete the second part of our Greek Grammar course. You will further develop your knowledge and build your confidence in reading the New Testament.

Hebrew Grammar 1 *David Reimer*
This module aims to equip students with the basic skills for reading classical (Old Testament) Hebrew.

Hebrew Grammar 2 *David Reimer*
This module aims to enable students to understand and work with more difficult grammatical forms of Biblical Hebrew (in particular, the various stem forms and weak verbs), to translate basic narrative forms of the Hebrew Bible and to apply basic exegesis to the original text of the Old Testament.

Early Church History *Mark Elliott*
This module constitutes an introduction to early church history from the beginnings up to the Third Council of Constantinople in 681. It focuses particularly on the development of doctrine, the worship life of the early church, and its complex relationship with its host society.

Person and Work of Christ *Robert Shillaker*
The Person and Work of Christ module will explore the person of Christ; that is the area of theology known as Christology. The second part will look in depth at the area of Christ's work covered by the doctrine of the atonement. It will also explore the core Christological themes related to Jesus' divinity and humanity, as revealed in the Incarnation and the historical processes which led to the church reaching conclusions in these doctrinal areas, with particular reference to the Chalcedonian Definition, and the key developments since.

The Study of Counselling Theories *Innes Visagie*
The module covers the major concepts and practices of many of the main therapeutic approaches in the field of counselling and psychotherapy. The module starts with a short introduction to anthropology and how the theological statement of 'Man is made in the image of God' resonates with anthropology in general. The next

stage in the module is a critical analysis of examples of approaches in various therapeutic schools; such as within the Psychodynamic School, the Humanistic/Existential School, the Cognitive/Behavioural School**,** as well as various therapeutic approaches within the Christian tradition.

Exploring Other Faiths

Rory MacKenzie, Mike Parker & Ronnie Dewar [ML: Robert Shillaker]

This module will introduce students to various methods of studying other religions; to introduce the basic ideas, beliefs and practices of Buddhism, Islam and Judaism; to provide an account of how these faiths are lived out today and to foster appreciation, from a Christian point of view, of those who follow these faiths.

Christian Communication in Contemporary Scotland Jonathan Fraser / David Miller

Increasing secularisation has problematised traditional Christian notions of mission, evangelism and apologetics, raising significant questions as to the 'what', 'how' and 'why' of Christian communication. Acknowledging the cultural shift to late modernity (in the West), this module explores theological responses to secularisation, considering the continued relevance of the Christian message, the challenges presented by a secular culture, and the rationale for continuing to communicate the faith in contemporary Scotland. Themes of secularisation, contextualisation, plausibility structures, faith formation and transformation are core to this module.

Christian Ministries *Jonathan Fraser*

Recognising that the church's work in the 21st century requires a diversity of approaches, this module explores Christian ministries other than the 'traditional' Ministry of Word Sacrament, namely chaplaincy, pioneer ministry, and ministry with young people.

Chaplaincy has become commonplace amongst the ministries of the church in the 21st century, providing an interface between the church and people in their everyday lives. Military, prison, hospital and school-based chaplaincy will be explored, with input from practitioners in each area. The relationship between chaplaincy and mission, evangelism and pastoral care will also be discussed.

Acknowledging the increasing necessity and relevance of pioneer ministry, specifically church planting, two weeks are given over to focus on those ministries, including input from practitioners around Scotland.

The Youth Ministry element of the course does not offer reproducible ‘how to’ models of youth ministry but offer the chance to ask ‘why’ youth ministry is worth doing in the first place and how we might go about thinking theologically about the task of ministry with young people.

SCQF Level 9

Hebrew Texts *David Reimer*

This module will expose students to a variety of literary genres of Hebrew Text and build upon the grammatical skills studied in Hebrew Grammar modules. The module will also develop the hermeneutical and exegetical skills of the student.

Wisdom Literature *Jamie Grant*

This module provides a general overview of and introduction to the OT wisdom literature in its ANE context. As well as providing an introduction to Hebrew poetry and the themes of OL Wisdom Literature, it also gives an overview of the books of Proverbs and Ecclesiastes. This module also examines the Book of Job with a greater measure of exegetical and theological depth.

Hebrews *David Kirk*

Hebrews is a unique text in the New Testament canon; it presents several major challenges to interpretation. This module invites you to grapple with this text, using your growing knowledge of the world of the New Testament and of the theological contours of apostolic Christianity. You will engage in exegesis of key sections of the text in English or in Greek. You will explore key aspects of the background to the text, its theological themes and its relationship to the rest of the New Testament and early Christianity.

Greek Texts *David Kirk*

Develop your skills in reading and interpreting Koine Greek on our intermediate grammar course. You will grapple with key themes, including textual criticism, syntax, voice, and verbal aspect. You will read and exegete New Testament texts and also sections of the Septuagint and early Christian non-canonical texts, improving your confidence and utility in critically interacting with the New Testament documents.

Doctrine of God *Robert Shillaker*

The module covers the topics of apologetics and the doctrine of God. It will look at some of the classical arguments for the existence of God and contemporary

Reformed approaches. It will then look at God as Trinity, and the attributes of God presented by classical theology and modern re-evaluations.

Scottish Church History *Alasdair MacLeod*

This module constitutes an introduction to the history of Scottish Christianity, from the beginnings with Ninian and Columba, to the 20th century, with an emphasis on the Presbyterian tradition. There is also a particular interest in the Highlands and Islands.

Homiletics *Jonathan Fraser*

The module is designed to introduce the student to the art of preaching. It will explore the link between the art of exegesis and the sermon and, focus on issues of interpretation and communication.

Counselling in a Pastoral Setting *Innes Visagie*

Note that The Study of Counselling Theories module has to be completed before the student can enrol on this module. The module seeks to understand the *nature* of a variety of challenging situations within the pastoral setting. The module explores the *application* of different therapeutic approaches within specific challenging situations such as in the contexts of bereavement, mood disorders, substance dependency, the dynamics of relationships, etc. In a more general sense the module also focuses on more generic aspects of the counselling/therapeutic process as such; e.g. on the phases within a counselling process, listening skills, etc.

Christian Spirituality *Mike Rattenbury*

The module will look at the history of spirituality in the Christian tradition. It will explore current trends of spirituality in the Christian context. It will also focus on past and current challenges to Christian spirituality.

Project: Theological and Philosophical Studies (Core, except for a student studying both biblical languages at level 9) *David Kirk*

This module allows the student to follow up an area of personal interest in any of the main theological disciplines. You will, in discussion with an appropriate supervisor, decide on a research topic, project or investigation and conduct your research under supervision. Your project should employ the skills that you have gained and reflect the methodologies appropriate to the subject area. This module allows students to develop their theological thinking in a systematic capacity, subject to the constraints and rigours of research methods appropriate to the respective disciplines. During the

project process students make a presentation to their peers, and discuss progress with their supervisor.

Placement *Mike Rattenbury [ML: Innes Visagie]*

Placement opportunities are planned to give students as much experience as is practicable in areas specifically related to the student's own learning agreement, which is drawn up by the student in collaboration with the Placement Supervisor and the Placement Tutor.

SCQF Level 10

Luke-Acts *David Kirk*

The two-volume historiography of Luke, which we call Luke-Acts, is the largest corpus in the New Testament. In this module, you will engage in an expansive theological reading of these texts, tracing Luke's major themes from the Infancy Narratives of his Gospel, through to the Travel Narratives of Acts as the Gospel of Jesus Christ reaches Rome, the centre of the Imperial world. You will also engage in close critical exegesis of these texts in either English or Greek. Employ your knowledge of the Imperial world, of rhetoric and of narrative structure to draw out the richness of Luke's work.

Medieval Church History *Mark Elliott*

This module constitutes an introduction to medieval church history from the rise of Islam to the conciliar movement. It gives equal coverage to the Eastern Greek/Slavic and Western Latin forms of Christianity, investigating their distinctives. It devotes particular attention to the development of doctrine in the medieval period.

Christian Ethics *Willie van der Merwe [ML: Jamie Grant]*

This module aims to develop the student's ability to think critically about a variety of contemporary ethical issues. The student will be introduced to the various types of moral reasoning, to fundamental ethical principles and to the methodology used in contemporary ethical debate.

The student will be expected to engage in critical discussion of current approaches, both secular and theological, to ethical issues. The use of Christian scripture and tradition in ethical debate will be evaluated.

Dissertation (core worth 40 credits) *Robert Shillaker*

This module constitutes a written dissertation on a topic agreed between a supervisor and a student. It can cover theology, biblical studies, church history, practical theology or interdisciplinary areas.

Research in Theology and Philosophy (worth 40 credits) *[ML: Robert Shillaker]*

This module aims to develop the students research skills through the critical consideration of different methodologies used in theological research. The student will learn to critically engage with other researchers, both other students and academic staff, while in the process of developing their own theses. There will be the opportunity to engage with specific specialisations as practiced by academic staff. In this research environment the students will develop their own researched argument as if for publication.

Assessment Schedule Overview

Module Title	Lvl	Written Assignments				Test / Oral	Exam
		500 words	1500 words	2000 words	2500+ words		
Jesus and the Gospels	7	*	*			* (multiple choice)	
Intro Systematic Theology	7	*	*			* (podcast)	
Intro Pastoral/Practical Theology	7	*	**				
Pentateuch	7		* (including staged assessment) *				
Greek Grammar 1	7					****	* (1½ hour)
Protestant Reformation	7	*	**				
Understanding Worship and the Sacraments	7		**				
Old Testament Prophecy	8		* (and 10-minute viva voce)	*			
Pauline Theology	8		*	*		* (15 minutes)	
Greek Grammar 2	8					****	* (2.5 hour)
Hebrew Grammar 1	8					****	* (2 hour)
Hebrew Grammar 2	8				*		* (2 hour)
Early Church History	8			**			
Person and Work of Christ	8			**			
Study of Counselling Theories	8			**			

Exploring Other Faiths	8			***			
Christian Communication	8			**		*	
Christian Ministries	8			**		*	
Hebrew Texts	9				**		
Wisdom Literature	9		*	**			
Hebrews	9			**			
Greek Texts	9				**		
Doctrine of God	9				**		
Scottish Church History	9				*	* (presentation and viva voce, 15 minute each)	
Homiletics	9			**		*	
Counselling in a Pastoral Setting	9			**			
Christian Spirituality	9			**			
Theological Studies Project	9				5000		
Placement	9			**			
Luke-Acts	10				**		
Medieval Church History	10				**		
Christian Ethics	10			*	*		
Dissertation	10				10000		
Research in Theology and Philosophy	10				***	* (1.5 hour seminar)	

Assessment Criteria

In determining the mark/grade to be awarded, markers will pay close attention to the following criteria which summarise the distinctives expected of work at the following grades. Students should note that most, but not necessarily all, of the comments listed below will apply to their work gaining the indicated grade. These rubrics are adapted for the VLE and can be found where an assessment is obtained and submitted. Note that there are alternative rubrics for more specialised, non-essay assignments, so take heed of the details.

Level 7 Rubric

Feature	Grade A Excellent	Grade B Above average	Grade C Average	Grade D Pass	Grade F Unsatisfactory
The question					
Interpretation and analysis of the question.	You fully understand all the implications of the question.	You understood the question.	You understood the question in general terms.	You understood the question in general terms.	You have misunderstood the question
Content					
Content.	You have included no significant material that is irrelevant.	There is little or nothing that is irrelevant in your work.	You have done reasonably careful research and have used a reasonable number of resources.	You have written quite a bit of irrelevant material in your work.	You have included a lot of irrelevant material.
Omissions.	There are no significant omissions in your work.	There are no significant omissions in your work.	There is a small number of significant omissions from your work and/or you have used some irrelevant material in your work.	There is a small number of significant omissions from your work and/ or you have used some irrelevant material in your work.	You have included very few of the significant issues in your work.
Research and resources					
Breadth and depth of research, as evidenced in the bibliography,	You have researched and a very good range of resources and have incorporated these well.	You have researched and used a good breadth of sources.	You have researched and used a good breadth of sources.	You ought to have read and used more resources.	You have used an inadequate number and/ or breadth of resources.

references, quotes and footnotes.					
Fairness	You have considered a very good variety of views.	You have considered a good variety of views.	You may be guilty of some assertion without providing backing evidence.	You need to consider a greater range of views.	You ought to have considered views other than your own.
Argumentation and critical analysis					
Coherence of Argument.	Your argumentation is very coherent and incisive with some hints of originality.	The development of your argument is logical and coherent.	The development of your argument is reasonably logical and coherent.	There is only limited logical development of your argument evident.	Your work is incoherent.
Critical Analysis: judgement, assessment and evaluation.	You show some indications of critical analysis and independent judgement.	You show signs of an ability to synthesise your material and/ or an ability to assess the strengths and weaknesses of views discussed.	Your essay is largely descriptive and/ or you have a tendency to rely on the arguments of others. You need to develop a critical faculty (synthesising, assessing and evaluating your material).	You tend to rely on easy and readily available solutions or arguments.	You make assertions without any supporting evidence.
Presentation and stylistic features					
Structure.	Your work is thoroughly structured.	Your work has a clear structure.	Your work shows evidence of reasonable structure.	Your work shows only minimal evidence of structure.	Your work shows very little or no evidence of structure.
Clarity: grammar, footnoting and bibliography.	Your grammar, footnoting and other rubrics are just as they should be.	There are only limited errors in grammar, footnoting and other rubrics.	The grammar, footnoting and other rubrics are broadly accurate.	There are persistent and numerous errors in your grammar, footnoting and other rubrics.	The grammar, footnoting and other rubrics are persistently flawed.

Level 8 Rubric

Feature	Grade A Excellent	Grade B Above average	Grade C Average	Grade D Pass	Grade F Unsatisfactory
The question					
Interpretation and analysis of the question.	You fully understand all the implications of the question.	You understood the question.	You understood the question in general terms.	You loosely understood the question.	You have misunderstood the question
Content					
Content.	You have included no significant material that is irrelevant.	There is little (or nothing) that is irrelevant in your work.	Most of the material you have used is relevant.	Some of the material you have used is irrelevant.	You have included a lot of irrelevant material.
Omissions.	There are no significant omissions in your work.	There are only limited significant omissions from your work.	There is a small number of significant omissions from your work.	There are significant omissions from your work and/ or your work contains significant inaccuracies.	There are major gaps in your coverage of the key issues.
Research and resources					
Breadth and depth of research, as evidenced in the bibliography, references, quotes and footnotes.	You have researched and used well a very good range of resources.	You have researched and used a good range of sources, some in depth.	You have done careful research and have used a reasonable number and range of resources.	You ought to have read and used a greater number and range of resources.	You have used an inadequate number and/ or range of resources.
Fairness	You have considered a very good variety of views at some depth.	You have considered a good variety of views, occasionally in depth.	You have considered the key views.	There are some gaps in the coverage of the key views.	You ought to have considered views other than your own.
Argumentation and critical analysis					
Coherence of Argument.	Your argumentation is very coherent and incisive with some hints of originality.	Your argumentation is coherent and incisive, though lacking originality.	The development of your argument is logical and reasonably coherent.	Your work shows signs of some logical development and coherence.	Your work shows few, if any, signs of coherence and logical argumentation.
Critical Analysis: judgement,	You show good indications of evaluation, critical	You show good signs of an ability to synthesise your	You may be guilty of some assertion without providing backing	You make assertions without any supporting evidence. You tend to	You show few, if any, signs of critical engagement.

assessment and evaluation.	analysis and independent judgement.	material and/ or an ability to assess the strengths and weaknesses of views discussed. You show some indications of evaluation, critical analysis and independent judgement.	evidence. Your essay is largely descriptive and/ or you have a tendency to rely on the arguments of others.	rely on easy and readily available solutions or arguments.	
Presentation and stylistic features					
Structure.	Your work is structured in an excellent fashion with everything in its proper place.	Your work is thoroughly structured.	Your work has a clear structure.	Your work shows evidence of reasonable structure.	Your work shows only minimal evidence of structure.
Clarity	Your work is extremely well written and a delight to read.	Your work is clearly expressed and very readable.	Your work is expressed reasonably clearly.	Your work is hampered by a lack of clarity in the writing style.	Your work is affected badly by poor English.
Grammar, footnoting and bibliography.	Your grammar, footnoting and other rubrics are just as they should be.	There are only limited errors in grammar, footnoting and other rubrics.	The grammar, footnoting and other rubrics are broadly accurate.	There are persistent and numerous errors in your grammar, footnoting and other rubrics.	The grammar, footnoting and other rubrics are persistently flawed.

Level 9 Rubric

Feature	Grade A Excellent	Grade B Above average	Grade C Average	Grade D Pass	Grade F Unsatisfactory
The question					
Interpretation and analysis of the question.	You fully understand all the implications of the question.	You understood the question.	You understood the question in general terms.	You loosely understood the question.	You have misunderstood the question
Content					
Content.	You have included no significant material that is irrelevant.	There is little (or nothing) that is irrelevant in your work.	Almost all of the material you have used is relevant.	Some of the material you have used may be irrelevant.	You may have included a lot of irrelevant material.
Omissions.	There are no significant omissions in your work.	There are only few significant omissions from your work.	There is a small number of significant omissions from your work.	There are some gaps in the coverage of the key views.	There are major gaps in your coverage of the key issues.
Research and resources					
Breadth and depth of research, as evidenced in the bibliography, references, quotes and footnotes.	You have researched a very good range of resources and have incorporated these well.	You have researched and used well a very good range of sources, some in depth.	You have done careful research and have used a reasonable number and range of resources.	You ought to have read more widely.	You have used an inadequate number and/ or range of resources.
Fairness	You have considered an excellent variety of views at good depth.	You have considered a very good variety of views, some in depth.	You have considered the key views.	You may make assertions without supporting evidence.	You ought to have considered a variety of views, including some other than that held by yourself.
Argumentation and critical analysis					
Coherence of Argument.	Your argumentation is very coherent and incisive with good signs of originality.	Your argumentation is coherent and incisive, with some hints of originality.	The development of your argument is logical and coherent.	Your work is generally logical and coherent.	Your work shows only minimal coherence and logical argumentation.

Critical Analysis: judgement, assessment and evaluation.	You show very good evaluation, critical analysis and independent judgement.	You show good signs of an ability to synthesise your material and/ or an ability to assess the strengths and weaknesses of views discussed. You show good signs of evaluation, critical analysis and independent judgement.	You still have a tendency to rely largely on the arguments of others. You show some signs of developing a critical faculty, but need to develop in this area.	You tend to rely on easy and readily available solutions or arguments.	You show few, if any, signs of critical engagement.
Presentation and stylistic features					
Structure.	Your work is structured in an excellent fashion with everything in its proper place.	Your work is structured in a very good fashion with everything in its proper place.	Your work is carefully structured.	Your work is reasonably well structured.	Your work shows only minimal evidence of structure
Clarity	Your work is extremely well written and a delight to read.	Your work is very clearly expressed and very readable.	Your work is expressed reasonably clearly.	Your work may be hampered a little by a lack of clarity in the writing style.	Your work is affected by poor English.
Grammar, footnoting and bibliography.	Your grammar, footnoting and other rubrics are just as they should be.	There are only very limited errors in grammar, footnoting and other rubrics.	There are only limited errors in grammar, footnoting and other rubrics.	There may be persistent errors in your grammar, footnoting and other rubrics.	The grammar, footnoting and other rubrics are flawed.

Level 10 Rubric

Feature	Grade A Excellent	Grade B Above average	Grade C Average	Grade D Pass	Grade F Unsatisfactory
The question					
Interpretation and analysis of the question.	You fully understand all the implications of the question.	You understood the question.	You understood the question in general terms.	You loosely understood the question.	You have misunderstood the question
Content					
Content.	You have included no material that is irrelevant.	There is little (or nothing) that is irrelevant in your work.	Most of the material you have used is relevant.	Some of the material you have used may be irrelevant.	You may have included some irrelevant material.
Omissions.	There are no omissions in your work.	There are no significant omissions from your work.	There are few significant omissions from your work.	There are some gaps in the coverage of the key issues.	There are major gaps in your coverage of the key issues.
Research and resources					
Breadth and depth of research, as evidenced in the bibliography, references, quotes and footnotes.	You have researched an excellent range of resources and have incorporated them very well.	You have researched and used a very good range of sources in good depth.	You have done careful research and have used a good range of resources.	You ought to have read more widely and / or developed issues more deeply.	You have used an inadequate number and / or range of resources.
Fairness	You have considered an excellent variety of views at very good depth.	You have considered a very good variety of views, some in very good depth.	You have considered most of the key views.	Your argumentation is still largely derivative.	You ought to have considered a variety of views, including some other than that held by yourself.
Argumentation and critical analysis					
Coherence of Argument.	Your argumentation is very coherent and incisive with excellent signs of creativity, sophistication and originality.	Your argumentation is coherent and incisive, with some good signs of originality.	The development of your argument is, for the most part, logical and coherent.	Your work is in measure logical and coherent.	Your work shows only minimal coherence and logical argumentation.

Critical Analysis: judgement, assessment and evaluation.	You show excellent evaluation, critical analysis and independent judgement.	You show very good signs of evaluation, critical analysis and independent judgement.	You still have a tendency to rely largely on the arguments of others.	You show only limited signs of engaging critically with the subject.	You show few, if any, signs of critical engagement.
Presentation and stylistic features					
Structure.	Your work is structured in an excellent fashion with everything in its proper place.	Your work is structured in a very good fashion with everything in its proper place.	Your work is, for the most part, carefully structured.	Your work is reasonably well structured.	Your work shows only minimal evidence of structure.
Clarity.	Your work is extremely well written and a delight to read.	Your work is very clearly expressed and very readable.	Your work is expressed clearly.	Your work may be hampered by a lack of clarity in the writing style.	Your work is affected by poor English.
Grammar, footnoting and bibliography.	The grammar, footnoting and other rubrics are just as they should be.	The grammar, footnoting and other rubrics are all as they should be.	The grammar, footnoting and other rubrics are, for the most part, as they should be.	There may be some persistent errors in your grammar, footnoting and other rubrics.	The grammar, footnoting and other rubrics may be flawed.

Rules for Internal Grading

1. In accordance with UHI regulations, the programme team exercises a policy of anonymous marking for all written course work and examination scripts.
2. In accordance with UHI regulations the programme team exercises a policy of cross-marking a sample of all assessments. A significant sample of all assessed work, including examination scripts, course work, and projects will be subject to second-marking by a second internal marker. This must include work considered by the first marker to be borderline, failed, or worthy of distinction for each individual assessment. The role of the second-marker is to assure and confirm the appropriateness of standards, i.e. the second-marker may receive annotated scripts from the first marker. Where a module is delivered in more than one academic partner by different staff, then second-marking should take place across the partners concerned. Cross-markers are prearranged according to a schedule drawn up by the programme leader.
3. The module lecturer is regarded as the main marker for each module. Where joint teaching takes place, the lecturer responsible for the delivery of the curriculum content being assessed is regarded as the main marker.
4. When each has independently marked the assignments, the two markers confer and come to a moderated mark on the basis of their discussion of individual scripts.
5. Where, on discussion, the markers are unable to agree on a mark/ grade, the programme leader (or other designated third marker) is called on to arbitrate.
6. The external examiners will be made aware of both sets of marks and grades proposed by internal markers and in the case of significant differences an explanation of the grade mark will be indicated on the marksheet for the benefit of the external examiners.

Quotations and Referencing

The following guidelines outline the basic features of quoting and referencing in academic writing.

- Short quotations should be included in the text without any change to font, spacing or typeface.
- Single inverted commas will be used for this. However, double inverted commas should be used for a quotation within a quotation.
- Longer quotations should be indented and reduced to single spacing, omitting inverted commas.
- Note that the footnote reference number appears after the punctuation and that normal rules of English grammar apply.

Examples of a short and a long quotation:

1. *A short quotation*: The *Concise Oxford Dictionary* defines myth as 'a purely fictitious narrative usually involving supernatural persons … and embodying popular ideas on natural phenomena'.[12] The question then arises as to the appropriateness of such a definition for the material found in Genesis 1-11.

2. *A long quotation* (in context): In his book of that name, David Clines provides us with one of the most useful and comprehensive definitions of 'the theme of the Pentateuch' to be produced to date:

> The Theme of the Pentateuch is the partial fulfilment – which implies also the partial non-fulfilment – of the promise to or blessing of the patriarchs. The promise or blessing is both the divine initiative in a world where human initiatives always lead to disaster, and a re-affirmation of the primal divine intentions for man.[12]

While this is clearly an advance on previous attempts at definition of the theme of the Pentateuch, it should not be regarded as the word on the subject. There are a number of areas in which his definition needs some adjustment.

Footnoting Conventions

The referencing of quotations should take place in footnotes at the bottom of each page. The Modern Humanities Research Association (MHRA) style should be used.

UHI provides access to the Cite Them Right website, also linked from UHI Library pages. The style is available in bibliographical software, such as EndNote Fusion, Zotero and Nota Bene.

Some points to note:

1. Notice that titles of books or journals are in italics while titles of articles are in inverted commas; this is true within the main text of an essay as well as in footnotes and bibliography.
2. Note that MHRA states that **'op. cit.'** should not feature at all and **'ibid'** is best avoided. Rather a shortened footnote should be used. For example, a first reference might be, 'Gerald Bray, *God Has Spoken: A History of Christian Theology* (Crossway, 2014), p. 15'; a subsequent one would be, 'Bray, p. 15'. If that is ambiguous (e.g. there is more than one book from Bray) then 'Bray, *God Has Spoken*, p. 15'.
3. When giving the name of a publisher, words such as 'The', 'Press', or 'Ltd' should be omitted unless they are necessary to avoid ambiguity (e.g. JSOT Press cf JSOT).
4. Wherever possible with e-books the same conventions should be used. However, when an e-book reader does not provide page numbers, use chapter numbers and section numbers to identify locations within the book as an alternative.
5. For details of page numbering conventions see MHRA 7.3(a)(9) or Cite Them Right 'Page Numbers'.
6. With some classic works that appear in many published forms, e.g. Calvin's *Institutes of the Christian Religion* or Athanasius' *On the Incarnation*, it is useful to use a chapter, section, paragraph in place of page numbers.
7. When citing a verse from the Bible, reference using the abbreviated form, e.g. Gen 3:1-3 or Rom 6:1-23. **Do not** use *your own invented style* like Ch. 8 v4 or similar constructions. [Note that MHRA suggests that the Bible reference has all the same publisher's details as any other book, however, **this is not**

necessary in a theological essay, unless the point you are making applies to one particular edition of the Bible.]

Bibliography

At the end of the essay a list of all the books (except the Bible) and articles *used* in the writing of the essay and especially those referred to in the body of the essay should be provided. [If you choose to use bibliographical software, it can do this for you.]

A bibliography is laid out in the alphabetical order of the authors' surnames (see the example below). Also, where journal articles or chapters/articles within an edited volume are referred to, you give the page range of the article. An example of how this should appear follows:

Berkouwer, G. C., *The Person of Christ*, Studies in Dogmatics (Eerdmans, 1980)

Bragg, Melvyn, 'Prayer, In Our Time - BBC Radio 4', 1999 <http://www.bbc.co.uk/programmes/p005465m> [accessed 8 June 2016]

Bray, Gerald Lewis, *God Has Spoken: A History of Christian Theology* (Crossway, 2014)

Calvin, John, *Institutes of the Christian Religion*, trans. by Ford Lewis Battles (Westminster, 1960)

Evans, C. Stephen, 'Moral Arguments for the Existence of God', in *The Stanford Encyclopedia of Philosophy*, ed. by Edward N. Zalta, Winter 2016 (Metaphysics Research Lab, Stanford University, 2016) <https://plato.stanford.edu/archives/win2016/entries/moral-arguments-god/> [accessed 12 January 2017]

Gaffin, Richard, 'Union with Christ: Some Biblical and Theological Reflections', in *Always Reforming: Explorations in Systematic Theology*, ed. by A. T. B. McGowan (Apollos, 2006), pp. 271–88

Grudem, Wayne A., 'The Offices of Christ: Prophet, Priest and King (Outline)', *The Spiritual Life Network*, 2007 <http://life.biblechurch.org/slifejom/nurturing-publications/1909-the-offices-of-christ-prophet-priest-and-king-outline-by-wayne-grudem.html> [accessed 13 November 2014]

Holmes, Stephen, 'One Eternal God: Father, Son and Holy Spirit', *Scottish Bulletin of Evangelical Theology*, 32.1 (2014), pp. 28–39

McCormack, Bruce, 'That He May Have Mercy Upon All: Karl Barth and the Problem of Universalism' (presented at the Karl Barth Conference, unpublished, 2007)

McGowan, A. T. B., ed., *Always Reforming: Explorations in Systematic Theology* (Apollos, 2006)

McGrath, Alister E., *Christian Theology: An Introduction*, 5th ed (Wiley-Blackwell, 2011)

Preciado, Michael, 'The Compatibility of Guidance Control and Reformed Theology' (unpublished PhD, UHI/Aberdeen, 2017)