Module Descriptor

Title	Encountering the New Testament L7		
Session	2025/26	**Status**	Inactive
Code	THEO07022	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	A Cuthbert		

Summary of Module

The purpose of this module is to introduce students to the literature contained within the New Testament. This will include a basic introduction to the various genres of literature (e.g. gospel, epistles, apocalyptic). The course will introduce students to knowledge of the synoptic problem, form and redaction criticism, textual criticism, and the history of canon formation. Students will be introduced to the tools and skills of historical criticism. Students will be introduced to various scholarly issues with regard to the Pauline corpus such as the New Perspective on Paul and the place of narrative in Paul's letters. The course will also introduce students to basic hermeneutical theory, encouraging them to challenge and examine their own interpretative presuppositions and biases, and consider other points of view, and how their use of the NT relates to their pastoral practice.

Module Delivery Method	**On-Campus**[1] ☐	**Hybrid**[2] ☒	**Online**[3] ☒	**Work -Based Learning**[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☒ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Understand the various genres of literature within, and demonstrate knowledge of the content and purpose of, an individual book in the NT canon.
L2	Explain and employ the tools of various scholarly approaches to the NT (e.g. historical-grammatical criticism, literary criticism).
L3	Demonstrate routine knowledge of some exegetical issues in the prescribed NT book.
L4	Evidence awareness of personal and corporate interpretive presuppositions and bias in the use of Scripture and how these affect pastoral practice.
L5	Demonstrate a basic knowledge of hermeneutical theory and of various interpretative approaches to Scripture e.g., canonical criticism, liberation and feminist hermeneutics.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 7** Reading literary texts with a basic awareness of literary genre and historical context. Describing and understanding the significance of the historical and theological contents and major themes represented in a substantial sacred text.
Practice: Applied Knowledge and Understanding	**SCQF 7** Interpreting biblical materials and discussing these in an informed way in a group context. Using basic interpretive tools such as commentaries, dictionaries and basic biblical Introductory literature.
Generic Cognitive skills	**SCQF 7** Presenting biblical material in an organized and synthetic way in written and oral forms. Using a range of interpretive approaches to read sacred texts and evaluate the literary contents.
Communication, ICT and Numeracy Skills	**SCQF 7** Presenting and defending conclusions on personal research and study of selected biblical texts. Using standard IT applications to access and process data.
Autonomy, Accountability and Working with Others	**SCQF 7** Interpreting biblical material in discussion with others where opinion may be contested. Constructive participation in discussions on at times contested areas of study, demonstrating a capacity to listen to opposing viewpoints and to clearly articulate one's own.

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	24
Tutorial / Synchronous Support Activity	12
Asynchronous Class Activity	24
Independent Study	140
n/a	
n/a	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Achtemeier, Paul J, Joel B Green, and Marianne Meye Thompson. The New Testament: Its Literature and Theology. Grand Rapids, MI: W.B. Eerdmans, 2001.

Brown, Raymond E. An Introduction to the New Testament: The Abridged Edition Edited by Marion L Soards. New Haven: Yale University Press, 2016.

Keefer, Kyle. The New Testament As Literature: A Very Short Introduction. Oxford: Oxford University Press, 2008.

Wright, N.T., and Michael F Bird. The New Testament in Its World: An Introduction to the History, Literature, and Theology of the First Christians. London: SPCK, 2019.

Carson, D.A., Douglas J. Moo, and Leon Morris, *An Introduction to the New Testament.* Grand Rapids: Zondervan, 1992.

Fee, Gordon D., and Douglas Stuart, *How to Read the Bible for all its Worth* **(4th ed.)**. **Grand Rapids, Zondervan Academic, 2014**

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** Students must attend scheduled sessions, complete learning activities and submit assessments. Detailed guidance will be provided by the module coordinator.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. As a Christian theological college, students should be aware that teaching, discussion and the college's ethos is from a confessional viewpoint. The college actively encourages an environment of openness and religious tolerance, but the main function of the college is the training of ministerial candidates and the learning environment will be supportive of this. Where students need additional support, this is provided by the college team with reference if appropriate to other UWS colleagues, they are referred to Student Support Services for further assistance. In consultation with the student, the needs of individual students are met, wherever practicable, and every effort made to ensure individual students are not disadvantaged.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Education**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Divinity
Moderator	I Birch
External Examiner	C Gardiner
Accreditation Details	None
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2.0 Module co-ordinator; Module delivery methods updated to reflect new UWS categories; Indicative resources.

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Learning Log 50%
Assessment 2
Exegetical Essay 50%

Assessment 3
n/a
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Workbook/Laboratory notebook/Diary/Training log/Learning Log	☒	☐	☐	☐	☐	50	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☒	☒	☒	☒	☒	50	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
n/a	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	**When**	**Who**
Module delivery methods updated to reflect new UWS categories	Feb 2025	E Bell
Change of Module Co-ordinator	Feb 2025	A Cuthbert
Addition to Indicative Reading List	Feb 2025	A Cuthbert