Module Descriptor

Title	Sermon on the Mount L9		
Session	2025/26	**Status**	Active
Code	THEO09028	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	P Wilson		

Summary of Module

This module seeks to develop and sharpen critical skill in the reading and explanation of biblical texts. The biblical material, in this instance the Sermon on the Mount (Matthew chapter 5 - 7), will be explored by interacting with a number of exegetical and hermeneutical perspectives, including historical critical method, theological reading, ethical exegesis and the history of interpretation. The aim is to instil an ethic of reading that allows for differing viewpoints, yet enables and guides the student to independent and evidence based conclusions which are drawn from conversation and discussion within class, within the secondary literature and arising from the student's own insights and experience.

The content, context, genre and canonical significance and interconnections will be considered in the explication of the text, moving towards an informed overview from which responsible interpretation can be attempted.

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)	

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

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

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

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

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate with detailed knowledge in some areas key historical, linguistic and ethical features of a section of the text of the Sermon on the Mount.
L2	Undertake a critical summary of a section of the set text by means of researching principal secondary literature and scholarly commentary.
L3	Use professional skills learned in class to critically evaluate the differing interpretive approaches to the Sermon on the Mount (for example, including Catholic and Reformed, ethical, spiritual, and sociological approaches to hermeneutics).
L4	Present an outline of information which could be delivered in a church context of a contemporary appropriation of an ancient sacred text (Sermon on Mount).
L5	n/a

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 9** A broad and integrated understanding of the principal theories, concepts, and terminology associated with interpreting the Sermon on the Mount as a sacred text.
Practice: Applied Knowledge and Understanding	**SCQF 9** Use a selection of the principal skills and practices associated with interpreting and applying the Sermon on the Mount as a sacred text.
Generic Cognitive skills	**SCQF 9** Draw on a range of primary sources for making judgements. Critically evaluate and synthesise a variety of opinions including the student's own.
Communication, ICT and Numeracy Skills	**SCQF 9** Use a range of routine and some advanced skills to make formal and informal presentations in areas of research and study.
Autonomy, Accountability and Working with Others	**SCQF 9** Exercise autonomy and initiative in preparing material relevant to the area of study. Take some responsibility for self and others in discussing matters of a contested nature.

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	36
Independent Study	128
n/a	
n/a	
TOTAL	200

Indicative Resources

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

Allison, The Sermon on the Mount: Inspiring the Moral Imagination (New York: Herder and Herder, 1999)

Davies, W.D. and Allison, D.C., Matthew, A Shorter Commentary (London: T & T Clark, 2004).

Greenman, J.P., Larsen, T., Spencer, S. (eds) The Sermon on the Mount through the Centuries, (Grand Rapids: Brazos Press. 2007).

France, R. T., The Gospel of Matthew (NICNT series) (Grand Rapids: Eerdmans, 2007).

Guelich, R., The Sermon on the Mount (Waco: Word Books, 1982).

Harrington, D. The Gospel of Matthew (Sacra Pagina) (Minnesota: Liturgical Press, 1992).

Stassen, G.H. & Gushee, D.P. Kingdom Ethics (Illinois: IVP Academic, 2003).

(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	G Meiklejohn
External Examiner	C Gardiner
Accreditation Details	None
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	3 Change of module co-ordinator; Module delivery methods updated to reflect new UWS categories; Change of moderator

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Presentation 40%
Assessment 2
Essay 60%
Assessment 3
n/a
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation	☒	☒	☐	☐	☐	40	1

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☒	☒	☒	☒	☐	60	1

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
n/a	☐	☐	☐	☐	☐		
Combined total for all components						100%	2 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	E Bell
Change of moderator	Feb 2025	E Bell