Module Descriptor

Title	Biblical Hermeneutics And Ministry		
Session	2026/27	**Status**	
Code	THEO11001	**SCQF Level**	**SCQF 11**
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	**Education and Social Sciences**		
Module Co-ordinator	I Birch		

Summary of Module

This module undertakes a study of a Christian Scripture text, the Gospel of Matthew, exploring the social and religious background of the gospel, and critically examining the employment of the First Gospel in the history of Christian anti-Semitism.

Recognising that 'anti-Semitism' is a modern concept, this module will investigate the history of interpretation of Matthew for anti-Jewish purposes, which can be distinguished from anti-Judaism in the Gospel of Matthew itself. This is commonly referred to as the Wirkungsgeschichte of the New Testament traditions – how the traditions have worked out in public and private actions in history. Hence, we will consider something of the reception history of Matthew and historical and contextual reasons for the use of Gospel material in anti-Jewish propaganda.

This module will enable teachers and preachers of the Bible to undertake a close reading of passages of Matthews Gospel, to consider the ethical implications of familiar passages.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☐	☒	☐	☐

[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

Campuses for Module Delivery	☐ Ayr ☐ Dumfries		☐ Lanarkshire ☐ London ☒ Paisley		☒ Online / Distance Learning ☐ Other (specify)	
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	Using exegetical and interpretive skills, display evidence of ability to undertake close reading of a sacred text.
L2	Demonstrate exegetical skills related to a sacred text, notably the Gospel of Matthew, showing awareness of diachronic and synchronic interpretive strategies of various texts, and evidence of the personal integration of learning.
L3	Explain the relationship, as appropriate, between the Gospel of Matthew and anti-Jewish Christian rhetoric and actions in Christian history, in classroom and potential contexts of religious dialogue.
L4	Appraise ways in which interpretation of, and preaching, the Gospel of Matthew informs and is informed by contextual and cultural factors related to ministry in theory and practice, and could facilitate inter-faith dialogue.
L5	Critically discuss with your student peers and faculty your understanding and evaluation of the role of the Jews as characters in the narrative of Matthew's Gospel and show awareness of alternative readings from other faith perspectives.

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 11** Extensive, detailed, and critical knowledge of approaches to biblical exegesis and hermeneutics Critical awareness of contemporary issues relating to perspectival readings of Christian Scriptures Integrative knowledge of historical, theological, ethical and racial issues underlying the surface of a biblical text.
Practice: Applied Knowledge and Understanding	**SCQF 11** Synthesise biblical exegesis and responsible application of the text to contexts of ministry and mission, including inter-faith dialogue Apply knowledge, skills, and understanding in undertaking close reading of biblical passages from Matthew's Gospel Demonstrate creativity in preparing an exegetical paper on a text from Mattew's Gospel and developing this into a sermon suitable for a public worship context
Generic Cognitive skills	**SCQF 11**

	Develop original and creative responses to critical accusations of negative racial stereotyping in Matthew's Gospel, using theological justification and reasoned argumentation Deal with complex biblical hermeneutical issues and make informed decisions about the use of Scripture in a multi-faith society
Communication, ICT and Numeracy Skills	**SCQF 11** Consider appropriate ways to communicate Christian teaching in ministry contexts, in light of theory and reflective practice Develop appropriate methods of communication suited to different ministry contexts to convey elements of the Christian faith
Autonomy, Accountability and Working with Others	**SCQF 11** Take responsibility for interpreting and communicating teaching arising from the Christian Scritpures, especially that which relates to inter-faith relations Demonstrate the ability to listen to, and weigh, diverse voices and difference of opinions when reading the history of interpretation of Bible texts.

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. However, unlike other Master's level modules (that this used module descriptor template reflects) the Master of Theology programme consists of four 30-credit modules, not six 20-credit modules in the 120-credit taught part of the degree programme. Therefore, as listed below, each module consists of 300 learning hours which consists of a total of 60 hours teaching time (36 contact hours of synchronous in-person and hybrid lectures, 18 hours of practical learning workshops, and 6 hours of tutorial support) and 240 hours of self-study. The module handbook, and other detailed material made available to participants, gives more specific information on the particular learning and teaching methodologies, and combinations of these methodologies. This clarifies expectations for module content and for the overall balance of learning and teaching methodologies used during the module. This module is delivered using a combination of in-person and online learning reflecting a twin approach of classroom-based face-to-face delivery and hybrid delivery of lectures using zoom and the university's Virtual Learning Environment (VLE). The use of VLE enables asynchronous learning, as participants engage with their fellow learners and tutors through online learning and discussion activities. Recognising that not all the participants are familiar with the VLE, an online induction and familiarisation process is included in the teaching of this module. This is intended to help build participant competence and confidence in gaining use of e-books and journals, using the UWS library remotely and accessing the wide range of support services available to UWS students.

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	36
Laboratory / Practical Demonstration / Workshop	18
Tutorial / Synchronous Support Activity	6
Independent Study	240
Please select	
Please select	
TOTAL	300

Indicative Resources

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

1. Carter, W and Ariel Feldman, Early Judaism and the New Testament: Troubled Misunderstandings, Grand Rapids, MI: Baker, 2025.

2. Chrysostom, J (ET 1978) The Homilies of St. John Chrysostom, in Nicene and Post-Nicene Fathers vol.X, Eerdmans, Grand Rapids. (Online)

3. Critical Commentaries on the Gospel of Matthew

4. Levine, A-J. (1999) 'Anti-Judaism and the Gospel of Matthew', in Farmer (Ed.), Anti-Judaism and the Gospels, Trinity Press, Harrisburg, pp.9-36.

5. Sim, D. (1998) The Gospel of Matthew and Christian Judaism, T & T Clark, Edinburgh.

6. Stanton, G. (Ed) (1995) The Interpretation of Matthew, T & T Clark, Edinburgh.

(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 attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

In line with the Academic Engagement and Attendance Procedure, students are defined as academically engaged if they regularly engage with timetabled teaching sessions. For this module this includes full attendance at the mandatory in-person intensive study week at the Scottish Baptist College, and a mid-module one-day mandatory hybrid study seminar. Also included are course-related learning resources including those in the library and on the VLE, together with completing assessments and submitting them on time.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. As a Christian theological college, students should be aware that teaching, discussion and the college's ethos is from a confessional viewpoint. The college actively encourages an environment of openness and religious tolerance, but the main function of the college is the training of ministerial candidates and the learning environment will be supportive of this. Where students need additional support, this is provided by the college team with reference if appropriate to other UWS colleagues, they are referred to Student Support Services for further assistance. In consultation with the student, the needs of individual students are met, wherever practicable, and every effort made to ensure individual students are not disadvantaged. The staff of the Scottish Baptist College have undertaken and passed the EDI training provided by UWS training.
(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	A. Cuthbert
External Examiner	
Accreditation Details	None
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1.0

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Essay - 3,350 words (50%)
Assessment 2
Portfolio incl. Sermon Script - 3,350 words (50%)
Assessment 3
(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**
Essay	☒	☒	☒	☐	☐	50	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio incl. Sermon Script	☒	☐	☒	☒	☒	50	0

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

Change Control

What	When	Who
New Module	May 2026	SBC