



## Module Descriptor

Title	Encountering the Old Testament L7		
Session	2025/26	Status	Active
Code	THEO07023	SCQF Level	7
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	A Cuthbert		
<b>Summary of Module</b>  This module introduces students to the literature of the Old Testament, and how to interpret it. The various genres of literature contained within it are explored, and their historical setting and literary styles considered. Students will be introduced to the skills and methods of historical criticism as an important prerequisite to interpreting these books in the contemporary setting. Students will also be introduced to basic hermeneutical method, encouraged to develop awareness of their own presuppositions and biases, and learn how to explore different hermeneutical approaches which will help them use Scripture in pastoral practice.			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input type="checkbox"/>		<b>Hybrid<sup>2</sup></b> <input checked="" type="checkbox"/>		<b>Online<sup>3</sup></b> <input checked="" type="checkbox"/>		<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries		<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley		<input checked="" type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)		
<b>Terms for Module Delivery</b>	Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>	

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>
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<b>Learning Outcomes</b>	
<b>L1</b>	Identify and appreciate the differences between various genres of literature which are contained within the Old Testament and their historical and cultural contexts.
<b>L2</b>	Employ the basic principles of the historical-critical method by using some of the scholarly tools available (e.g. commentaries, dictionaries etc) in the analysis of OT texts.
<b>L3</b>	Evidence awareness of personal hermeneutical presuppositions and how these affect scholarly approaches to the texts, and be able to engage with views other than their own.
<b>L4</b>	Demonstrate knowledge of some key themes found in the OT canon and discuss their significance for Christian teaching.
<b>L5</b>	Explain the pastoral implications of the interpretation of the OT.

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<p><b>SCQF 7</b></p> <p>Reading literary texts with a basic awareness of literary genre and historical context.</p> <p>Describing and understanding the significance of the historical and theological contents and major themes represented in a substantial sacred text.</p>
<b>Practice: Applied Knowledge and Understanding</b>	<p><b>SCQF 7</b></p> <p>Interpreting biblical materials and discussing these in an informed way in a group context.</p> <p>Using basic interpretive tools such as commentaries, dictionaries and basic biblical Introductory literature.</p>
<b>Generic Cognitive skills</b>	<p><b>SCQF 7</b></p> <p>Presenting biblical material in an organized and synthetic way in written and oral forms.</p> <p>Distinguishing different forms of literary expression and identifying resources to aid in their interpretation.</p>
<b>Communication, ICT and Numeracy Skills</b>	<p><b>SCQF 7</b></p> <p>Presenting and defending conclusions on personal research and study of selected biblical texts.</p>
<b>Autonomy, Accountability and Working with Others</b>	<p><b>SCQF 7</b></p> <p>Interpreting biblical material in discussion with others where opinion may be contested.</p> <p>Listening to alternative viewpoints and collaborating in discussion led learning through active class participation.</p>

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>	
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.	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (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	
<b>TOTAL</b>	<b>200</b>

<b>Indicative Resources</b>
<p><b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b></p> <p>Brueggemann, Walter Introduction to the Old Testament: The Canon and Christian Imagination (Louisville: Westminster John Knox Press, 2003)</p> <p>Alter, Robert. The Art of Biblical Narrative: Revised and Updated (New York: Basic Books, 2011)</p> <p>Wright, Christopher, J. H. Old Testament Ethics for the People of God (Downers Grove: Intervarsity Press, 2004)</p>
<p><b>(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)</b></p>

<b>Attendance and Engagement Requirements</b>
<p>In line with the <a href="#">Student Attendance and Engagement Procedure</a>, 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.</p> <p><b>For the purposes of this module, academic engagement equates to the following:</b></p> <p>Students must attend scheduled sessions, complete learning activities and submit assessments. Detailed guidance will be provided by the module coordinator.</p>

<b>Equality and Diversity</b>
<p><b>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: <a href="#">UWS Equality, Diversity and Human Rights Code</a>.</b></p> <p>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.</p> <p>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.</p> <p><b>(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)</b></p>

### Supplemental Information

<b>Divisional Programme Board</b>	<b>Education</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <b>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.</b>
<b>School Assessment Board</b>	Divinity
<b>Moderator</b>	I Birch
<b>External Examiner</b>	C Gardiner
<b>Accreditation Details</b>	None
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	2 Change of module co-ordinator; <b>Module delivery methods updated to reflect new UWS categories</b>

<b>Assessment (also refer to Assessment Outcomes Grids below)</b>
<b>Assessment 1</b>
Essay 50%
<b>Assessment 2</b>
Learning Log 50%
<b>Assessment 3</b>
n/a
<p>(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.</p> <p>(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.)</p>

Component 1							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Essay	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50	0

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Workbook/Laboratory notebook/Diary/Training log/Learning Log	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	50	0

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
n/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
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