



Module Descriptor

Title	Encountering the New Testament L8		
Session	2025/26	Status	Inactive
Code	THEO08020	SCQF Level	8
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	A Cuthbert		
Summary of Module			
<p>The purpose of this module is to introduce students to the literature contained within the New Testament. This will include introduction to the various genres of literature (e.g. gospel, epistles, apocalyptic). The course will include introduction to 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.</p>			

Module Delivery Method	On-Campus¹ <input type="checkbox"/>	Hybrid² <input checked="" type="checkbox"/>	Online³ <input checked="" type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<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)	
Terms for Module Delivery	Term 1 <input checked="" type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input type="checkbox"/>	

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	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>
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Learning Outcomes	
L1	Demonstrate awareness and understanding of the various genres of literature within the NT canon, and evidence specialist knowledge of the content and purpose of individual books in their historical context.
L2	Employ academic tools of various scholarly approaches to the NT (e.g. historical-grammatical criticism, literary criticism).
L3	Evidence specialist knowledge of some exegetical issues in the prescribed NT book.
L4	Articulate awareness of personal and corporate interpretive presuppositions and bias in the use of Scripture and how these affect pastoral practice
L5	Demonstrate a working 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)	<p>SCQF 8</p> <p>Reading literary texts with a discerning understanding of literary genre and historical context.</p> <p>Demonstrating specialist knowledge of the historical and theological contents and major themes represented in a substantial sacred text (i.e. The New Testament)</p>
Practice: Applied Knowledge and Understanding	<p>SCQF 8</p> <p>Using professional skills to interpret biblical materials and discuss these in an informed way in a group context.</p> <p>Using advanced interpretive tools such as commentaries, dictionaries and biblical 'Introductory' literature.</p>
Generic Cognitive skills	<p>SCQF 8</p> <p>Undertake critical analysis of biblical material in a structured and synthetic way, presenting the results in written and oral forms.</p> <p>Using a range of interpretive approaches to analyse sacred texts and critically evaluate the literary contents.</p>
Communication, ICT and Numeracy Skills	<p>SCQF 8</p> <p>Presenting and defending conclusions on personal research and study of selected biblical texts.</p> <p>Using standard IT applications to access and process data.</p>
Autonomy, Accountability and Working with Others	<p>SCQF 8</p> <p>Interpreting complex biblical material in discussion with others where opinion may be contested.</p>

	Constructive participation in discussions on, at times, contested areas of study, demonstrating an obvious capacity to listen to opposing viewpoints and to clearly articulate one's own.
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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	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(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	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	2 Module Co-ordinator; Indicative resources; Module delivery methods updated to reflect new UWS categories

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	<input type="checkbox"/>	<input type="checkbox"/>	<input 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
Essay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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
Module Co-ordinator	Feb 2025	A Cuthbert
Change to Indicative Resources	Feb 2025	A Cuthbert
