Module Descriptor

Title	OT Theological Exegesis L9		
Session	2025/26	Status	Active
Code	THEO09015	SCQF Level	9
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	I Birch		

Summary of Module

This module will supplement other biblical modules by focusing on the Old Testament texts, particularly the theologically and spiritually influential texts of the Hebrew Bible. A particular feature will be the focus on theological exegesis as an increasingly significant approach in contemporary hermeneutics. This will include the history of interpretation of the text as well as the theological, liturgical and spiritual importance of the text in the life of the church. Major Christian treatments will be considered as well as representative modern critical scholars.

The course will include detailed study of representative texts in their various forms, a brief survey of modern critical scholarship of the Old Testament, history of interpretation, general synthetic studies of theological themes. With time for wider class discussion and theological reflection on human experience as explored within the Old Testament.

The student will therefore develop skills in theological reflection, contemporary hermeneutics and scholarly engagement with the Old Testament, and appropriation of ancient text as applied in contemporary experience.

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

---

[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

					Paisley ☒		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	Demonstrate knowledge and understanding of the text and major theological themes of the Old Testament, with detailed study of some representative texts and demonstrate awareness of historical critical issues.
L2	Demonstrate knowledge of the history of interpretation of set texts and principal hermeneutical theories within the life of Israel, and later the Christian Church, and demonstrate specialist knowledge of the exegetical tradition in modern Old Testament study.
L3	Demonstrate specialist knowledge of the theological contents of the Old Testament, evidencing competence in the theological appropriation of the text within the Christian tradition.
L4	Demonstrate competence and confidence in class presentation of Old Testament exegesis, evidencing some capacity for theological reflection on human experience and spirituality as portrayed in the Hebrew Bible.
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** Exegesis of biblical text at an advanced level and in relation to a specialist text, using contemporary hermeneutical methodologies. Historical understanding of the formative significance of a sacred text in the life of a religious tradition.
Practice: Applied Knowledge and Understanding	**SCQF 9** Theological reflection on human experience as expressed in a number of sacred texts. Ability to utilise exegetical material in contexts of Christian ministry.
Generic Cognitive skills	**SCQF 9** Effective and discerning use of secondary literature such as commentaries, scholarly articles and monographs, in explicating the Old Testament as a primary text. Ability to identify, develop and discuss relevant theological, textual and historical questions as they arise in class and group study.
Communication, ICT and Numeracy Skills	**SCQF 9** Competence and confidence in developing and presenting conclusions from personal research, within a class and VLE Blackboard context.

	Use of library and Internet resources for specific, narrowly focused research tasks related to detailed textual study.
Autonomy, Accountability and Working with Others	**SCQF 9** Facility in enabling and participating in scholarly discussions in peer student seminars. Ability to work in a directed learning context and produce quality work for later discussion in the class group context.

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	40
Independent Study	124
n/a	
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:
Barton, J., The Cambridge Companion to Biblical Interpretation (Cambridge: CUP, 1998)
Birch, B., et.al., A Theological Introduction to the Old Testament (Nashville: Abingdon, 2005).
Brueggemann, W., Theology of the Old Testament (Minneapolis: Fortress, 1997)
Brueggemann, W., Genesis in Interpretation Series (Louisville, John Knox, 1982).
Brueggemann, W., Isaiah vols 1 and 2 (Louisville, John Knox, 1998).
Brueggemann, W. An Introduction to the Old Testament (Louisville: John Knox, 2003)
Fowl, S (ed)., The Theological Interpretation of Scripture (Massachusetts & Oxford: Blackwell, 1997)

Goldingay, J. Approaches to Old Testament Interpretation (Leicester: Apollos, 1990)

Jasper, D., A Short Introduction to Hermeneutics (Louisville: John Knox, 2004).

Stuart, D., Old Testament Exegesis, (Louisville: John Knox, 2001).

Waltke, B., Genesis (Grand Rapids: Zondervan, 2001).

(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
Portfolio 50%
Assessment 2
Workbook 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
Portfolio of written work	☒	☒	☒	☒	☐	50	2

Component 2

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 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