



## Module Descriptor

|                            |                               |                                               |        |
|----------------------------|-------------------------------|-----------------------------------------------|--------|
| <b>Title</b>               | OT Theological Exegesis L10   |                                               |        |
| <b>Session</b>             | 2025/26                       | <b>Status</b>                                 | Active |
| <b>Code</b>                | THEO10008                     | <b>SCQF Level</b>                             | 10     |
| <b>Credit Points</b>       | 20                            | <b>ECTS (European Credit Transfer Scheme)</b> | 10     |
| <b>School</b>              | Education and Social Sciences |                                               |        |
| <b>Module Co-ordinator</b> | 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, e.g. Genesis narratives, Book of Isaiah. 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.

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|-------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------------------|
| <b>Module Delivery Method</b>       | <b>On-Campus<sup>1</sup></b><br><input type="checkbox"/>          | <b>Hybrid<sup>2</sup></b><br><input checked="" type="checkbox"/>        | <b>Online<sup>3</sup></b><br><input checked="" type="checkbox"/> | <b>Work -Based Learning<sup>4</sup></b><br><input type="checkbox"/> |
| <b>Campuses for Module Delivery</b> | <input type="checkbox"/> Ayr<br><input type="checkbox"/> Dumfries | <input type="checkbox"/> Lanarkshire<br><input type="checkbox"/> London | <input checked="" type="checkbox"/> Online / Distance Learning   |                                                                     |

<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

|                                                   |                 |                          |                                             |                                     |                                          |                          |
|---------------------------------------------------|-----------------|--------------------------|---------------------------------------------|-------------------------------------|------------------------------------------|--------------------------|
|                                                   |                 |                          | <input checked="" type="checkbox"/> Paisley |                                     | <input type="checkbox"/> Other (specify) |                          |
| <b>Terms for Module Delivery</b>                  | Term 1          | <input type="checkbox"/> | Term 2                                      | <input checked="" type="checkbox"/> | Term 3                                   | <input type="checkbox"/> |
| <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"/> |

| <b>Learning Outcomes</b> |                                                                                                                                                                                                                                                  |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>L1</b>                | Demonstrate detailed knowledge of the text and theological content of the Old Testament, with detailed study of some representative texts.                                                                                                       |
| <b>L2</b>                | Demonstrate specialist knowledge of the history of interpretation of set texts within the life of Israel, and later the Christian Church, and critically appropriate the exegetical tradition in modern Old Testament study.                     |
| <b>L3</b>                | Give a comprehensive and thorough account of the theological contents of the Old Testament, demonstrating professional competence in the theological appropriation of the text within the Christian tradition.                                   |
| <b>L4</b>                | Demonstrate creative and constructive thought in presentation and discussion of Old Testament textual exegesis, evidencing a capacity for critical theological reflection on human experience and spirituality as portrayed in the Hebrew Bible. |
| <b>L5</b>                | n/a                                                                                                                                                                                                                                              |

| <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>                               | <b>SCQF 10</b><br>Exegesis of biblical text at an advanced level and in relation to a specialist text, using contemporary hermeneutical methodologies.<br>Historical understanding of the formative significance of a sacred text in the life of a religious tradition.                                                        |
| <b>Practice: Applied Knowledge and Understanding</b>                       | <b>SCQF 10</b><br>Theological reflection on human experience as expressed in a definitive sacred text.<br>Ability to relate textual exegesis to ministry opportunities in a Christian community.                                                                                                                               |
| <b>Generic Cognitive skills</b>                                            | <b>SCQF 10</b><br>Effective and discerning use of secondary literature such as commentaries, scholarly articles and monographs, in explicating the Old Testament as a primary text.<br>Ability to identify, develop and discuss relevant theological, textual and historical questions as they arise in class and group study. |
| <b>Communication, ICT and Numeracy Skills</b>                              | <b>SCQF 10</b><br>Competence and confidence in developing and presenting conclusions from personal research, within a class and VLE Blackboard context.<br>Use of library and Internet resources for specific, narrowly focused research tasks related to detailed textual study.                                              |

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| <b>Autonomy, Accountability and Working with Others</b> | <b>SCQF 10</b><br>Facility in enabling and participating in scholarly discussions in peer student seminars.<br>Ability to work in a directed learning context and produce quality work for later discussion in the class group context. |
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|                      |                    |                     |
|----------------------|--------------------|---------------------|
| <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><br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:                             | <b>Student Learning Hours</b><br>(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                                                                                                                                                                                      |                                                                                                                                 |
| <b>TOTAL</b>                                                                                                                                                                             | <b>200</b>                                                                                                                      |

| <b>Indicative Resources</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p><b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b></p> <p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Barton, J., The Cambridge Companion to Biblical Interpretation (Cambridge: CUP, 1998)</p> <p>Birch, B., et.al., A Theological Introduction to the Old Testament (Nashville: Abingdon, 2005).</p> <p>Brueggemann, W., Theology of the Old Testament (Minneapolis: Fortress, 1997)</p> <p>Brueggemann, W., Genesis in Interpretation Series (Louisville, John Knox, 1982).</p> <p>Brueggemann, W., Isaiah vols 1 and 2 (Louisville, John Knox, 1998).</p> <p>Brueggemann, W. An Introduction to the Old Testament (Louisville: John Knox, 2003)</p> <p>Coggins, R., Introducing the Old Testament (Oxford: OUP, 1990)</p> |

Fowl, S (ed)., The Theological Interpretation of Scripture (Massachusetts & Oxford: Blackwell, 1997)

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

Hess, R.S. et al. (eds) He Swore an Oath: Biblical Themes from Genesis 12-50 (Carlisle: Paternoster, 1994)

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

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

Wenham, G.J. Genesis 1 – 15 (Waco: Word, 1987)

**(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

|                                         |                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><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>                       | G Meiklejohn                                                                                                               |
| <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>        | 3<br><br>Change of module co-ordinator; Module delivery methods updated to reflect new UWS categories; Change of moderator |

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| <b>Assessment (also refer to Assessment Outcomes Grids below)</b>                                                                                                                                                                                                                                                                                                       |
| <b>Assessment 1</b>                                                                                                                                                                                                                                                                                                                                                     |
| Portfolio 50%                                                                                                                                                                                                                                                                                                                                                           |
| <b>Assessment 2</b>                                                                                                                                                                                                                                                                                                                                                     |
| Workbook 50%                                                                                                                                                                                                                                                                                                                                                            |
| <b>Assessment 3</b>                                                                                                                                                                                                                                                                                                                                                     |
| 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.<br><br>(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.) |

| <b>Component 1</b>        |                                     |                                     |                                     |                                     |                          |                                            |                                 |
|---------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------------------------|---------------------------------|
| <b>Assessment Type</b>    | <b>LO1</b>                          | <b>LO2</b>                          | <b>LO3</b>                          | <b>LO4</b>                          | <b>LO5</b>               | <b>Weighting of Assessment Element (%)</b> | <b>Timetabled Contact Hours</b> |
| Portfolio of written work | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 50                                         | 2                               |

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

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

|                                          |      |         |
|------------------------------------------|------|---------|
| <b>Combined total for all components</b> | 100% | 2 hours |
|------------------------------------------|------|---------|

### Change Control

| <b>What</b>                                                   | <b>When</b> | <b>Who</b> |
|---------------------------------------------------------------|-------------|------------|
| 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     |
|                                                               |             |            |
|                                                               |             |            |