Module Descriptor

Title	Dissertation (Incl. Applied Practitioner Enquiry)		
Session	2026/27	**Status**	
Code	THEO11005	**SCQF Level**	**SCQF 11**
Credit Points	60	**ECTS (European Credit Transfer Scheme)**	30
School	**Education and Social Sciences**		
Module Co-ordinator	A. Cuthbert		

Summary of Module

The dissertation counts as a 60-credit module and is worked on after completion of the taught elements of the module on inquiry & research methodology and the production of a dissertation proposal. The dissertation is a substantive piece of work up to a max.16,500 words or a valid equivalent (e.g. a substantive piece of written work such as a project or written report). The dissertation provides students with the opportunity to study in-depth a subject of their choosing, consistent with the programme, and to demonstrate research skills, utilise a range of resources, give evidence of analytic, critical and creative thinking, and the capacity to integrate and apply previous learning. While the student is expected to work independently and to use their own initiative, the project is supported by supervision.

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

[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

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 extensive, detailed, and critical knowledge of a theological topic.
L2	Evidence substantial autonomy and initiative in independent research skills, and critical analysis.
L3	Formulate appropriate research questions and evaluate literature that covers most, if not all, of the main areas of the subject.
L4	Apply knowledge, skills, and understanding to select an appropriate methodology to plan and execute a significant research project.
L5	Generate and present a substantive piece of independent work that develops original and / or creative responses to the research questions.

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** Having extensive, detailed, and critical knowledge knowledge and understanding of one or more specialisms with the Christian religious tradition from biblical, pastoral, and theological perspectives. Critical understanding of principles, concepts and theories that arise from theological study, and be informed by current issues in that subject area.
Practice: Applied Knowledge and Understanding	**SCQF 11** Apply knowledge, skills and understanding in planning and executing a significant piece of research taking account of appropriate methodological considerations. Using existing knowledge to build towards originality and / or creativity in learning expressed with theological precision and literary competence.
Generic Cognitive skills	**SCQF 11** Apply critical analysis, evaluation, and synthesis of ideas and concepts within the context of a substantial research project. Use of primary and secondary resources, to critically review, consolidate, and extend knowledge in the subject area.
Communication, ICT and Numeracy Skills	**SCQF 11** Use a wide range of skills appropriate to the subject area such as accessing resources from library, commentaries, and digital resources to communicate using appropriate methods across a range of audiences such as peers and speciailists. Effective use of ICT in preparing and finishing a substantial research project to high standards of scholarly writing.

Autonomy, Accountability and Working with Others	**SCQF 11** Take responsibility for managing own work and particpate in collaborative learning through supervision, independent and directed learning. Taking initiatives in chasing ideas, following informational clues, maintaining intellectual curiosity, in order to sustain and complete a major writing project.

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 UWS Master's level modules (that this used module descriptor template reflects) the Master of Theology research component will consist of a double (2x30) 60-credit module instead of three 20-credit modules in the 60-credit research part of the degree programme. Therefore, as listed below, the double module will consist of 600 learning hours which includes 18 contact hours of synchronous online lectures, 12 hours of practical learning workshops, and 40 hours of tutorial support (i.e. dissertation supervision) throughout twelve months alloted for the dissertation double module. The remaining 530 hours are for self-study.

The module handbook, and other detailed material made available to participants, will give more specific information on the particular inquiry and research methods, and combinations of these methodologies. This will clarify expectations for module content and for the overall balance of learning & teaching along with research methodologies to be used during the module.

This module will be delivered primarily using online learning . The lectures will be delivered using zoom and the university's Virtual Learning Environment (VLE).

The use of the VLE enables asynchronous learning, as participants engage with their fellow learners and tutors through online learning and discussion activities. By the time students come to their final year 3 research year, all participants will be familiar with the VLE, and able to gain use of e-books and journals, use the UWS library remotely and access 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	18
Laboratory / Practical Demonstration / Workshop	12
Tutorial / Synchronous Support Activity	40
Independent Study	530
Please select	

Please select	
TOTAL	600

Indicative Resources

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

Barber, Cyril J. An Introduction to Theological Research: A Guide for College and Seminary Students (2nd ed.) (Lanham: University Press of America, 2000).

Booth, Wayne C., Gregory G. Colomb, Joseph W. Williams, The Craft of Research (2nd ed.) (Grand Rapids: Eerdmans, 2023).

Glynn, John. Commentary & Reference Survey: A Comprehensive Guide to Biblical and Theological Resources (10th ed.) (Grand Rapids: Kregel, 2007).

Leedy, Paul D. and Jeanne Ellis Ormond, Practical Research: Planning and Design (8th ed.) (New Jersey: Prentice-Hall, 2005).

Turabian, Kate L. A Manual for Writers of Term Papers, Theses, and Dissertations (6th ed.) (Chicago: University of Chicago Press, 1996).

Other sources and resources will arise out of the student's proposal and the supervisor's guidance.

(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 double module this includes full attendance at each research methods online lecture, inquiry methods & research workshops, and one-on-one supervision meetings throughout the year. Also included are course-related learning resources including those in the library and on the VLE, together with completing dissertation and submitting it on time. For dissertation writing timetable, detailed guidance will be provided by the student supervisor and/or 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. 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	I Birch
External Examiner	
Accreditation Details	None
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Inquiry and Research Methods & Dissertation Proposal - 1,500 words (10%)
Assessment 2
Dissertation / Project - 16,500 words (90%)
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**
Inquiry and Research Methods & Dissertation Proposal	☐	☒	☒	☐	☐	10	60

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Dissertation / Project	☒	☒	☒	☒	☒	90	540

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