

University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Baptist Perspectives on Being a Church L8			
Code: THEO08001	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	I Birch		
Summary of Module			
<p>This module will identify significant developments in Baptist history in relation to: Continental Anabaptism, British, Scottish, European, and Global developments in order to inform participants of the radical tradition that emerges out of a Baptist commitment to Christ, the Bible and free church. As well as giving attention to significant events and personalities participants will get the opportunity to engage with a limited number of source texts.</p> <p>In turn there will be the exploration of a number of Baptist convictions and practices emerging from this free church tradition of living under the 'rule of Christ' including: believers' church, believers baptism, communal discernment, mission and evangelism, freedom of religion, dissident and prophetic engagement. These will be considered in relation to embodied examples and practical implications not least in relation to the Scottish Baptist context of church life.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Add name				
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Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
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Learning Outcomes: (maximum of 5 statements)
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.

At the end of this module the student will be able to:

L1	Demonstrate a broad knowledge of a selection of the major developments in the history of the Baptist movement as a tradition emerging out of a commitment to the Bible and free church.
L2	Evidence a critical understanding of some of the main features of Baptist theology.
L3	Exercise an appreciation of a number Baptist convictions and practices as these relate particularly to contemporary Scottish Baptist Church life.
L4	Discuss some of the significant issues arising from Baptist convictions and practices as these relate particularly to contemporary Scottish Baptist Church life.
	Click or tap here to enter text.

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 Level 8</p> <p>Well informed understanding of key areas of the Baptist tradition, including history, theology, and practice.</p> <p>Understanding some basic issues arising from Baptist theology and core principles as these affect Baptist church practice..</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 8</p> <p>Discovering through discussion forms of church government and leadership as these are expressed within a Baptist confessional context.</p> <p>Applying competently general Baptist theological principles to the contextual life of the Baptist communities in Scotland.</p>

Generic Cognitive skills	<p>SCQF Level 8</p> <p>Examining confessional convictions and assumptions in the context of discussion with others in ways that allow various viewpoints to be heard.</p> <p>Finding appropriate material from various sources to aid in the process of constructing argument and conclusions.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 8</p> <p>Participating in discussion on matters where opinion is contested and variety of view is to be negotiated.</p> <p>Use a range of IT to support and enhance class oral and written presentation</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 8</p> <p>Explore the core features of a Christian tradition in consultation and collaboration with others, who may or may not share those convictions.</p> <p>Applying the underlying principles of Baptist life and thought, in the context of class discussion about the particularities of how such a faith community works.</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	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.	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	20

Tutorial/Synchronous Support Activity	16
Asynchronous Class Activity	20
Independent Study	144
	200 Hours Total

****Indicative Resources: (eg. Core text, journals, internet access)**

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

Bebbington, D. W. *Baptists Through the Centuries: A history of a Global People* (Waco: Baylor University Press, 2010)

Holmes, S. R., *Baptist Theology* (Edinburgh: T & T Clark, 2012)

Baptist Union of Scotland website: <http://www.scottishbaptist.org.uk/>

European Baptist Federation website: <http://www.ebf.org/>

Baptist World Alliance website: <http://www.bwanet.org/>

(*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.

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
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Divinity
Moderator	L Toth
External Examiner	C Gardiner
Accreditation Details	None
Changes/Version Number	2.05 Changes Module title, Coordinator and Moderator

Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. [Click or tap here to enter text.](#)

Assessment 1: Essay 60%

Assessment 2: Portfolio 40%

(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay			✓	✓	60	0

Component 2						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of written work	✓	✓			40	0

Combined Total for All Components					100%	0 hours
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