



## Module Descriptor

Title	Baptist Perspectives on Being a Church L8		
Session	2025/26	Status	Inactive
Code	THEO08001	SCQF Level	8
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	I Birch		
<b>Summary of Module</b>			
<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>			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input checked="" type="checkbox"/>	<b>Online<sup>3</sup></b> <input checked="" type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<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)	

<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

<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 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.
<b>L2</b>	Evidence a critical understanding of some of the main features of Baptist theology.
<b>L3</b>	Baptist Church life. Exercise an appreciation of a number Baptist convictions and practices as these relate particularly to contemporary Scottish
<b>L4</b>	Discuss some of the significant issues arising from Baptist convictions and practices as these relate particularly to contemporary Scottish Baptist Church life.
<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 8</b> Well informed understanding of key areas of the Baptist tradition, including history, theology, and practice. Understanding some basic issues arising from Baptist theology and core principles as these affect Baptist church practice..
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 8</b> Discovering through discussion forms of church government and leadership as these are expressed within a Baptist confessional context. Applying competently general Baptist theological principles to the contextual life of the Baptist communities in Scotland.
<b>Generic Cognitive skills</b>	<b>SCQF 8</b> SCQF Level 8 Examining confessional convictions and assumptions in the context of discussion with others in ways that allow various viewpoints to be heard. Finding appropriate material from various sources to aid in the process of constructing argument and conclusions.
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 8</b> Participating in discussion on matters where opinion is contested and variety of view is to be negotiated. Use a range of IT to support and enhance class oral and written presentation

<b>Autonomy, Accountability and Working with Others</b>	<p><b>SCQF 8</b></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>
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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.	
<p><b>Learning Activities</b></p> <p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b></p> <p>(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
n/a	
n/a	
<b>TOTAL</b>	<b>200</b>

<b>Indicative Resources</b>
<p><b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b></p> <p>Bebbington, D. W. Baptists Through the Centuries: A history of a Global People (Waco: Baylor University Press, 2010)</p> <p>Holmes, S. R., Baptist Theology (Edinburgh: T &amp; T Clark, 2012)</p> <p>Baptist Union of Scotland website: <a href="http://www.scottishbaptist.org.uk/">http://www.scottishbaptist.org.uk/</a></p> <p>European Baptist Federation website: <a href="http://www.ebf.org/">http://www.ebf.org/</a></p> <p>Baptist World Alliance website: <a href="http://www.bwanet.org/">http://www.bwanet.org/</a></p>
<p><b>(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)</b></p>

## 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <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 Module delivery methods updated to reflect new UWS categories; Change of moderator

## Assessment (also refer to Assessment Outcomes Grids below)

### Assessment 1

Essay 60%

### Assessment 2

Portfolio 40%
<b>Assessment 3</b>
n/a
<p>(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.</p> <p>(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.)</p>

<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>
Essay	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	60	0

<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>
Portfolio	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40	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%	0 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 moderator	Mar 2025	E Bell