Module Descriptor

Title	Baptist Perspectives on Being a Church L9		
Session	2026-27	**Status**	Active
Code	THEO09004	**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 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 critically engage with a number of source texts.

In turn there will be the critical 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.

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 a critical understanding 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 hermeneutically integrated understanding of a selection of main features of Baptist theology.
L3	Exercise the ability to critically evaluate a number of Baptist convictions and practices as these relate particularly to contemporary Scottish Baptist Church life.
L4	Identify and assess core Baptist convictions and practices as these relate particularly to contemporary Scottish Baptist Church life.
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** Understanding with some critical evaluation, of key areas of the Baptist tradition, including history, theology and practice. Detailed knowledge of issues arising from Baptist theology and core principles as these affect Baptist church practice.
Practice: Applied Knowledge and Understanding	**SCQF 9** Examining through discussion forms of church government and leadership as these are expressed within a Baptist confessional context. Applying in a critical and sympathetic way, general Baptist theological principles to the contextual life of the Baptist communities in Scotland.
Generic Cognitive skills	**SCQF 9** Examining confessional convictions and assumptions in the context of discussion with others in ways that facilitate exploration and revision of opinion. Finding and evaluating material from various sources in the process of constructing argument and conclusions.
Communication, ICT and Numeracy Skills	**SCQF 9** Conducting and guiding 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.
Autonomy, Accountability and Working with Others	**SCQF 9** Explore the core principles of a Christian tradition in consultation and collaboration with others, who may or may not share those convictions.

	Analysing and applying the underlying spiritual principles of Baptist life and thought, in the context of class discussion about the particularities of how such a faith community works.

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	20
Tutorial / Synchronous Support Activity	16
Asynchronous Class Activity	20
Independent Study	144
n/a	
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Bebbington, D. W., The Baptists in Scotland: A History (Glasgow: Baptist Union of Scotland, 1988). Bebbington, D. W. Baptists Through the Centuries: A history of a Global People (Waco: Baylor University Press, 2010) Fiddes, Paul S., Tracks and Traces: Baptist Identity in Church and Theology (Carlisle: Paternoster Press, 2003).
(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	S. Holmes
Accreditation Details	None
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	3 4. Change of external examiner

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Essay 60%
Assessment 2
Portfolio 40%
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**
Essay	☐	☐	☒	☒	☐	60	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio of written work	☒	☒	☐	☐	☐	40	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%	0 hours

Change Control

What	**When**	**Who**
Module delivery methods updated to reflect new UWS categories	Feb 2025	E Bell
Change of moderator	Mar 2025	E Bell
Change of external examiner	Mar 2026	F. Parratt