Undergraduate Programme Specification

Session	2025/26	**Last Modified**	04/04/2024
Named Award Title	BD (Hons) Theology w/Pastoral Studies		
Award Title for Each Award	BD (Hons) Theology w/Pastoral Studies BD (Hons) Theology w/Pastoral Studies (Youth & Community) BD Theology w/Pastoral Studies BD Theology w/Pastoral Studies (Youth & Community) Dip HE Theology Cert HE Theology		
Date of Approval	May 2024		
Details of Cohort Applies to	n/a		
Awarding Institution	University of the West of Scotland	**Teaching Institution(s)**	University of the West of Scotland
Language of Instruction & Examination		English	
Award Accredited by		n/a	
Maximum Period of Registration		6 years	
Duration of Study			
Full-time	4 years	**Part-time**	8 years
Placement (compulsory)	No		
Mode of Study	☒ Full-time ☒ Part-time		
Campus	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☒ Online / Distance Learning ☐ Other (specify)
School	**Education and Social Sciences**		
Divisional Programme Board	**Education**		
Programme Leader	Dr Ian Birch		

Admissions Criteria
Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

SQA National Qualifications:
5 Scottish National Qualifications, including 3 at Higher level (one of which should be English)

Or GCE
Grades 2 @ A level including 3 at least at GCSE

Or SQA National Qualifications / Edexcel Foundation
An appropriate HNC/HND award with the level of entry and/or credit awarded being subject to the content of the HN programme.

Other Required Qualifications/Experience
As per UWS regulatory framework all applicants must have the language and literacy skills to understand and use the written and broadcast materials utilised in the learning and teaching of the programme and be able to communicate clearly and accurately in spoken and written English.

All international students are required to meet English Language requirements outlined by UWS, with the exception of Native Speakers of English (as defined by the UKVI). For more information please visit the UWS website at: https://www.uws.ac.uk/international/english-language-requirements/

Further desirable skills pre-application
Prior experience of active involvement in church ministry or other voluntary caring agency is desirable, but not necessary.

General Overview
This Programme aims to develop theoretical knowledge, practical skill and vocational competence by theological education from a confessional perspective. The title Theology with Pastoral Studies, and the named specialism of Youth and Community, includes a variety of disciplines such as history, doctrine, philosophy, textual study, practical theology, ethics, liturgical studies, spirituality, work-based-learning, and reflection on contemporary culture.

Throughout the Programme students will be enabled to develop their own competence in interpreting Scripture, society, church and self, by training in relevant disciplines such as biblical hermeneutics, cultural critique from a Christian perspective, and a variety of forms of reflective practice.

The programme combines three major areas of human development - academic excellence, development of practical and pastoral skills, and personal spiritual formation towards vocational service. Each of these strands are woven together in an integrated approach to learning that is informative, formative and aims to be transformative.

Both campus-based and online students will participate in synchronous and asynchronous learning activities. Activities are built up around the synchronous class time to support the learning process throughout the week. Some portions of the core content are engaged through the virtual learning environment (VLE). In-person, campus-based sessions and real-

time virtual sessions alike include a significant degree of discussion and social learning. The use of the VLE also enables students from different geographical locations to learn together and provide wider aspects of learning, thus promoting further contextualisation and internationalisation of the curriculum.

In terms of the learning progression, at level 7 the programme seeks to lay foundational knowledge and skills in basic theological disciplines such as history, ethics, biblical studies, systematic theology, pastoral care, leadership, liturgical studies, philosophy and culture.

By level 8 the programme will have provided students with key pillars of knowledge which are spiralled through the rest of the programme and re-visited in other modular contexts. In this way key aspects of the Programme are integrated and brought into relationship with one another.

It is an intentional emphasis in this programme that levels 9 and 10 should strengthen the student's capacity to integrate learning and develop more deeply those attributes best fitted to their vocational aspirations.

Students have the opportunity to specialise in Youth and Community by taking at least 60 credits of specialism modules, choosing a youth and/or community focused placement settings for their WBL modules, and, if exiting with BD (Hons), completing a youth and community related dissertation in Level 10. At the end of the degree, students who successfully complete these modules will exit with either a BD Theology with Pastoral Studies (Youth and Community) or BD (Hons) Theology with Pastoral Studies (Youth and Community).

Typical Delivery Method

Programme Structure:
The programme consists of 24 modules, six at each level. Students exit at Certificate (6 modules successfully completed), Diploma (12 modules), Degree (18 modules) and Honours (24 modules).

Whether taken online or on campus, most modules are taught in composite classes of levels 7/8 and levels 9/10, and are offered in alternate years. This enables wider coverage of subject areas and is important in a small College to ensure viable class size, good stewardship of teaching time, and a good student experience of learning. Module descriptors, learning outcomes, and assessment criteria are level specific in all composite classes, and each level represented in a class has its own Module Descriptor, ensuring that each module has one intrinsic level. The mix of levels in the one teaching environment creates a stimulating learning exchange as higher level students often encourage and coach the others. Students in the earlier Level in such classes are given additional support and extra teaching time where necessary.

When a cohort is too small for effective class group teaching, and composite class teaching is not suitable, students will be accompanied and enabled in their learning on a much increased personal tuition basis for the modules affected.

The final year incorporates a dissertation as a double module (40 credits).

Whilst it would be normal practice for students undertaking the programme to take the standard pathway modules, under certain circumstances and with the agreement of the programme leader, it may be feasible for students to choose an optional module from the University portfolio instead. This would be for particular vocational purposes.

In addition, as the College inserts newly approved modules into the programme, further choices are made available to students on a class-option basis in dialogue with the programme leader.

In certain circumstances the Directed Learning module is available as an option at each Level, but with the following provisos:
• Replacing a core module with Directed Learning will be in consultation with, and with the agreement of, the Programme Leader.
• That by choosing Directed Learning in place of another module the student is best able to fulfil their vocational aspirations or personal development goals, as for example in Chaplaincy, Youth Ministry or teaching RMPS.

The Directed Learning Module option strengthens the student centred learning approach of the Programme, provides flexibility for students seeking to tailor their course to their specific training needs, and safeguards an overall Programme with a secure core curriculum which nevertheless can be adapted where there are good academic and vocational reasons. The learning outcomes of these modules are derived from the Programme Learning Outcomes yet made specific within the Learning Agreement incorporated in the module assessment portfolio. Additionally at Levels 7 and 8, Directed Learning provides accompaniment and learning support at the individual level in order to ensure the embedding of foundational study skills.

Also at Level 9, there are further options available to students which enable flexibility, encourage a student-centred approach to curriculum choice, but within the overall integrity of the Programme. For example, a student admitted through direct entry who has missed a key module in relation to vocational preparation and training requirements, such as Practice of Preaching and Christian Worship, can take the required module at level 9 with its own Module descriptor and SCQF consistent learning outcomes. In each situation the same provisos will operate as those outlined above for Directed Learning to ensure the integrity of the core curriculum.

In the situation where a student becomes 'out-of-sync' with the normal pathway through the programme, for example in the case of medical interruption, or failure to complete a module offered on a bi-annual rotation, appropriate educational guidance will be given to the student and an individual approach will be applied.

External & Internal Reference Points Used to Inform Programme Outcomes:
The Programme as a whole is closely referenced to the Revised Theology and Religious Studies Benchmarks. All modules have learning outcomes consistent with SCQF guidelines. The Programme is further mapped to a Statement of Key Competences agreed between the Scottish Baptist College, and the Baptist Union of Scotland and the Baptist Union of Great Britain.

Any additional costs
n/a

Graduate Attributes, Employability & Personal Development Planning
The Programme has been referenced to agreed Graduate Attributes which were selected after wide consultation with Denominational Ministry Boards, College Students and Alumni, practising ministers and others engaged in ministry or theological education. Graduate Attributes together prepare the student for professional and vocational life in and beyond the

church. These attributes inform the learning outcomes of the Programme, and are embedded across the Programme Modules.
Briefly stated, the student engaged in the Programme will have the opportunity to develop the following attributes, represented in modular teaching at each level, building towards a graduate equipped for citizenship, employment and enabled to make a significant contribution to the social capital of the community:
1. Theological Confidence - convictional faithfulness and ecumenical openness
2. Passionate Intellect - to think both critically and Christianly and handle contemporary complexity
3. Hermeneutic Competence - interpreting Bible, culture, church community and self
4. Radical Reflectiveness - bringing culture, gospel, society and church into dialogue
5. Ethical Responsibility - reflect critically on moral issues towards decisions consistent with Christian values
6. Effective Communication - present Christian thought and practice by various means and media
7. Vocational Faithfulness - integrity and persistence in pursuit of excellence
8. Relational Skills - leadership in community building, conciliation and inclusion
While not following the formal processes of PDP as promoted within University policies, the approach in the SBC is both congruent with and committed to the same aims of enabling students to take responsibility for their own learning through consultation, planning and self-reflection on vocational goals.
Students who are ministerial candidates have their overall course of study guided by the requirements of the Board of Ministry of the Baptist Union of Scotland. Through the candidature process a student's learning requirements are assessed and areas for development identified. The course undertaken is then agreed with the Student, the College and the Board.
Through the WBL learning Agreements, review of each year's work and decisions for the next stage of preparation, students are encouraged and enabled to take responsibility for their own learning, and given practice in discerning and identifying areas for further personal development.
A similar process of personal accompaniment and consultation is undertaken in relation to non-ministerial students. It is a significant advantage for the student that modest student numbers make it possible for personal development to be integral to the overall Collegiate experience. Whether or not a student is a ministry candidate, they are encouraged to explore their potential, assess their progress and plan their further learning through the same process of regular interview, academic year review and agreed objectives.

Work Based Learning/Placement Details
The Programme at levels 7, 8, 9 (and where required, at level 10) includes Work Based Learning (Placement) which enables student learning to take place through reflection on pastoral practice. A placement context is chosen to provide the student with a range of experiences and to test future directions in ministry or vocational development.
Level 7 focuses on instilling the skills and approaches to WBL by focussing on the theme of 'WBL and Theological Study Skills; at Level 8 issues of WBL and Interpersonal Skills are incorporated into the Learning Agreement for reflection on observed practice. At level 9 students explore their own 'Personal Development' as they prepare for their own vocational calling.

General Procedures for Placement:
Placements are always arranged in co-operation with the module coordinator. The steps involved are as follows:
Interview: Student input in to the design of a WBL placement is considered paramount to ensure compatibility with student interests and vocational aspirations.

Personal follow-up: subsequent to initial contact with a possible placement supervisor by the module coordinator and confirmation that the proposed Placement environment is appropriate to the student's learning needs, the student is encouraged to follow up by personal contact and initial conversation. Such exploration and negotiation is part of the learning process. When all parties are settled on the best option, the student enters into a formal Learning Agreement.
Learning Agreement: A Learning Agreement is negotiated by the student in conjunction with the module coordinator and the supervisor. The LA determines the general aims of the placement, and the specific learning outcomes the student wishes to attain.
Placement Support. Whilst on placement, the student will have opportunity to talk with his or her supervisor at regular sessions, discussing any issues which trouble him or her, as well as speaking with the supervisor about other matters and finding pastoral care and support. When possible the module coordinator will either visit or meet with the student during the placement to discuss his or her progress. The Module Co-ordinator is available at the College for consultation throughout the Placement.

Risk Assessment and Criminal Records Disclosure:
The organisation at which the placement is taking place and the supervisor must ensure student safety is given appropriate consideration in the varied circumstances of the placement. Where there is a perceived risk, a proper risk assessment will be carried out to ensure that all reasonable precautions have been taken to ensure the safety of the student.
Students on placement will have been checked through the Disclosure Scotland Process at Enhanced level. They are required to co-operate fully with existing Child and Vulnerable Person policies in place in the local church/organisation in which they are placed.

Confidentiality:
Students on placement undertake to observe strict confidentiality concerning their experience in the WBL environment. Working closely with, for example, a pastor, they will learn a great deal about his or her life, work and ministry. Working closely with a church, they will be entrusted with privileged and private information which should not be divulged to any third party outside of the academic context. Confidentiality guidelines are outlined in the student handbook and the subject is dealt with in a College WBL Seminar.

Attendance and Engagement
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 programme, academic engagement equates to the following:

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 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 others seeking development in forms of Christian service or theological activity; the learning environment will be supportive of this.
Where students are supported by Student Support and Guidance, further assistance can be offered. This may include alterations to assessment methods or normal practice to ensure that individuals are not disadvantaged.

Programme structures and requirements, SCQF level, term, module name and code, credits and awards (Chapter 1, Regulatory Framework)

Learning Outcomes

SCQF LEVEL 7 Learning Outcomes	
Knowledge and Understanding	
A1	Demonstrate an outline knowledge and understanding of some of the main aspects of the Christian religious tradition including history, theology, ethics and Bible.
A2	Be able to state clearly at an introductory level, a number of the issues arising from theological, ethical and pastoral expressions of Christian faith in and beyond the Baptist tradition.
A3	Show and evidence some ability to describe, interpret and read appreciatively some Old and New Testament texts, through historical critical and theological disciplines associated with exegesis, hermeneutics, exposition and preaching.
A4	Demonstrate a good working knowledge of the theoretic underpinning of a variety of practical disciplines associated with pastoral ministry including preaching, worship, mission and spiritual formation.
A5	Evidence a basic capacity for theological reflection on human experience, theological themes and some of the significant debates and discussions characteristic of the Christian tradition.
Practice - Applied Knowledge and Understanding	
B1	Demonstrate initial competence in developing a number of complementary study skills in such diverse areas as ethics and philosophy, historical, systematic, biblical and practical theology, and exegesis.
B2	Demonstrate and practise at beginner's level, some capacity to resource the life of a faith community, by engaging with its sacred text and understanding some of the key dynamics of its life as expressed in worship, ethics and tradition.
B3	Begin to show awareness of how to respond appropriately to situations of human need as one resourced in relevant knowledge, practical and vocational skill and spiritual understanding.
B4	Be able to apply basic research procedures including: identify, gather and discuss primary data and source material; evidence developing competence in the use of library resources; compilation of bibliography: accurate referencing of data incorporated into essays, dissertations and class presentations.
B5	Be able to contribute at a basic level to discussion and debate on issues arising in the public arena in relation to values, ethics, and justice and to begin to relate these to the church's mission.
Communication, ICT and Numeracy Skills	
C1	Show basic ability to communicate through public speaking, including preaching and class presentation.

C2	Evidence development in interpersonal skills such as effective communication, co-operative team work through group study, and individual oral and written presentations.
C3	Be able to access relevant resources, formulate and present appropriate material intended for use in liturgical, worship or other faith community context.
C4	Demonstrate an evolving ability to negotiate intellectual positions in the context of discussion and shared learning in areas such as history, ethics and theology.
C5	Be familiar with standard ICT applications and able to use them in the pursuit of learning and the presentation of written and oral submissions.
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Show a capacity to identify, select, organise and present information and ideas in the areas of history, biblical study, theology and ethics.
D2	Demonstrate a basic capacity to form and convey complex ideas, in oral and written form, in a coherent manner paying attention to evidence based argumentation and cogent reasoning.
D3	Evidence initial development of basic skills in enquiry, research and exploitation of library and Internet resources.
D4	Demonstrate initial capacity for theological reflection on human experience and show a basic understanding of how this relates to pastoral ministry.
D5	Evidence ability to distinguish between primary and secondary material, and some facility in using these appropriately in writing and discussion.
Autonomy, Accountability and Working with Others	
E1	Demonstrate conscientious commitment to working within agreed class deadlines, and to developing the ability to fulfil the time management disciplines required for academic assessments.
E2	Be able to understand and fairly represent views other than the student's own in discussion, presentation and written argument, while as appropriate expressing with integrity their own identity and point of view.
E3	Demonstrate ability to work collaboratively with others in the process of learning, and to interact with the views of others by applying interpersonal skills of negotiation, listening and respect for the views of others.
E4	Demonstrate willingness to accept guidance from and co-operate with module co-ordinators in a collaborative process of learning, unlearning and personal development.
E5	Show initiative and self-motivation in pursuing own learning through personal research and participation in peer discussion.

Level 7 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	

				☐	☐	☐	
Footnotes for Core Modules							

Level 7 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
7	THEO07001	Church History Turning Points L7	20	☐	**X**	☐	Pathway A
7	THEO07004	Directed Learning L7	20	**X**	**X**	**X**	Pathway A or B
7	THEO07008	Creative Mission in a Changing Culture Level 7	20	☐	**X**	☐	Pathway A
7	THEO07014	Christian Leadership L7	20	☐	**X**	☐	Pathway A
7	THEO07018	Practice of Pastoral Care L7	20	**X**	☐	☐	Pathway B
7	THEO07019	Practice of Preaching L7	20	**X**	☐	☐	Pathway B
7	THEO07020	Christian Worship: Theology & Practice L7	20	**X**	☐	☐	Pathway A
7	THEO07021	Chaplaincy and Spiritual Care	20	**X**	☐	☐	Pathway A or B
7	THEO07022	Encountering the New Testament L7	20	**x**	☐	☐	Pathway B
7	THEO07023	Encountering the Old Testament L7	20	**X**	☐	☐	Pathway A
7	THEO07024	Time for Reflection	20	**X**	☐	☐	Pathway A or B
7	THEO07026	Baptist Perspectives on Being a Church L7	20	☐	**X**	☐	Pathway B
7	THEO07027	Living Justly in God's World L7	20	**X**	☐	☐	Pathway B
7	THEO07028	Practices of Youth and Community Ministries L7	20	**X**	☐	☐	Pathway B
7	THEO07029	Values of Youth and Community Ministries	20	**X**	☐	☐	Pathway A
7	THEO07030	WBL and Theological Reflection L7	20	**X**	**X**	**X**	Pathway A and B
7	THEO07031	Learning in Context: Preaching L7	20	x	x	x	Pathway A or B
7	THEO07032	Learning in Context: Mission in the Community L7	20	x	x	x	Pathway A or B
7	THEO07033	Learning in Context: Baptist Perspectives and Identity L7	20	x	x	x	Pathway A or B
Footnotes for Option Modules							

* Indicates that module descriptor is not published.

Depending on the academic year of entry, students will follow either Pathway A or Pathway B modules.

Depending on the academic year of entry, students choosing Theology with Pastoral Studies (Youth and Community) will normally take either Values of Youth and Community Ministry L7 or Practices of Youth and Community Ministry L7. To achieve the Youth and Community bracketed award, one module from the BD Theology and Pastoral Studies Pathways A or B will not be taken.

Level 7
Criteria for Progression and Award
Please refer to UWS Regulatory Framework for related regulations

To proceed to Level 8, students must meet the criteria outlined in regulation, Chapter 3 (3.13). Students who exit at Level 7 are awarded the Certificate in HE in Theology.
For information on the award of distinction please refer to the University Regulation, Chapter 3 (3.25).

SCQF LEVEL 8 Learning Outcomes	
Knowledge and Understanding	
A1	Demonstrate a broad knowledge and understanding of the Christian religious tradition from a variety of perspectives, including the confessional position of Baptists.
A2	Be able to state clearly, with some detailed knowledge, a number of the issues, concepts and theories that arise from theological and pastoral studies explored from a vocational perspective. (This may include specific youth and community ministry contexts.)
A3	Show and evidence ability to read appreciatively and engage competently in exegetical study of the biblical text, using historical critical and theological disciplines associated with hermeneutics, exposition and preaching.
A4	Demonstrate a confident grasp, and some critical appreciation of the theoretic underpinning of a variety of practical disciplines associated with pastoral, youth or community ministry, such as preaching, worship and mission.
A5	Evidence an informed capacity for theological reflection on human experience, theological themes and some of the significant debates and discussions, both historic and contemporary, within the Christian tradition.
Practice - Applied Knowledge and Understanding	
B1	Demonstrate developing competence in a number of study skills in relevant subject areas including ethics, exegesis, historical, systematic, biblical and practical theology.

B2	Demonstrate and practise a developing capacity to resource the life of a faith community (which may be in a youth or community ministry context), by engaging with its sacred text and understanding some of the key dynamics of its life as expressed in worship, ethics and tradition.
B3	Begin to show some facility in understanding how to respond appropriately to situations of human need as one resourced in relevant knowledge, practical and vocational skill and spiritual understanding.
B4	Evidence a capacity to apply developing competence in research procedures such as: identifying, gathering and discussing, with some critical acumen, primary data and source material; capacity to exploit library resources, compile bibliography and perform accurate referencing of data in essays and class presentations.
B5	Be able to contribute in an informed and responsible way to discussion and debate on issues arising in the public arena in relation to values, ethics, and justice and to relate these to the pastoral and missional context of the contemporary church.
Communication, ICT and Numeracy Skills	
C1	Demonstrate some skill in communicating through public speaking, including preaching and class presentation.
C2	Evidence development in interpersonal skills such as effective use of argument in debate, co- operative team work through group study, and individual oral and written presentations.
C3	Be able to access a good range of relevant resources, and demonstrate some creativity in formulating and presenting appropriate material intended for use in liturgical, worship or some other church, youth or community ministry context.
C4	Demonstrate confidence in negotiating intellectual positions in the context of discussion and shared learning in areas such as history, confessional identity, Bible and theology.
C5	Be familiar with standard ICT applications and be able to use them in the pursuit of learning and the presentation of written and oral submissions.
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Show competence and intellectual curiosity in identifying, selecting, organising and presenting information and ideas in the areas of history, biblical study, theology and pastoral practice.
D2	Demonstrate some confidence in forming and conveying to others, in different situations, complex ideas, in oral and written forms, paying attention to evidence based argumentation, cogent reasoning and overall coherence.
D3	Evidence continuing development of necessary skills in enquiry, research and exploitation of library and Internet resources.
D4	Demonstrate, with evidence of some self-critical awareness, a capacity for theological reflection on human experience and the routine demands of pastoral ministry (which may include specific youth and community ministry contexts).
D5	Evidence ability to distinguish between primary and secondary material, and some critical facility in using these effectively in writing and discussion.
Autonomy, Accountability and Working with Others	
E1	Demonstrate conscientious commitment to working within agreed class deadlines, and a consistent discipline in fulfilling the time management demands required in producing good quality scholarship.

E2	Be able to understand and fairly represent views other than the student's own in discussion, presentation and written argument, while as appropriate expressing with integrity their own identity and point of view.
E3	Demonstrate ability to work collaboratively with others in the process of learning, and to interact with the views of others by applying interpersonal skills of negotiation, listening and respect for the views of others.
E4	Demonstrate willingness to accept guidance from and co-operate with module coordinators in a collaborative process of personal development through learning and unlearning.
E5	Show initiative and self-motivation in pursuing independent learning through personal research and participation in peer discussion.

Level 8 Modules

CORE

SCQF Level	**Module Code**	**Module Title**	**Credit**	**Term**			**Footnotes**
				1	**2**	**3**	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Level 8 Modules

OPTION

SCQF Level	**Module Code**	**Module Title**	**Credit**	**Term**			**Footnotes**
				1	**2**	**3**	
8	THEO08001	Baptist Perspectives on Being a Church L8	20	☐	**X**	☐	Pathway A
8	THEO08005	Directed Learning L8	20	**X**	**X**	**X**	Pathway A or B
8	THEO08008	Creative Mission in a Changing Culture L8	20	☐	**X**	☐	Pathway A
8	THEO08011	Church History Turning Points L8	20	☐	**X**	☐	Pathway B
8	THEO08012	WBL and Interpersonal Skills L8	20	**X**	**X**	**X**	Pathway A & B
8	THEO08029	Christian Leadership L8	20	☐	**X**	☐	Pathway B
8	THEO08030	Practice of Pastoral Care L8	20	**X**	☐	☐	Pathway B
8	THEO08017	Practice of Preaching L8	20	**X**	☐	☐	Pathway A

8	THEO08019	Christian Worship: Theology and Practice L8	20	**X**	☐	☐	Pathway B
8	THEO08020	Encountering the New Testament L8	20	**X**	☐	☐	Pathway A
8	THEO08021	Encountering the Old Testament L8	20	**X**	☐	☐	Pathway B
8	THEO08023	Living Justly in God's World L8	20	**X**	☐	☐	Pathway A
8	THEO08024	Practices of Youth and Community Ministries L8	20	**X**	☐	☐	Pathway A
8	THEO08025	Values of Youth and Community Ministries L8	20	**X**	☐	☐	Pathway B
8	THEO08026	Learning in Context: Preaching L8	20	**x**	**x**	**x**	Pathway A or B
8	THEO08027	Learning in Context: Mission in the Community L8	20	**x**	**x**	**x**	Pathway A or B
8	THEO08028	Learning in Context: Baptist Perspectives and Identity L8	20	**x**	**x**	**x**	Pathway A or B

Footnotes for Option Modules

* Indicates that module descriptor is not published.

Depending on the academic year of entry, students will follow either Pathway A or Pathway B modules.

Depending on the academic year of entry, students choosing Theology with Pastoral Studies (Youth and Community) will normally take either Values of Youth and Community Ministry L8 or Practices of Youth and Community Ministry L8. To achieve the Youth and Community bracketed award, one module from the BD Theology and Pastoral Studies Pathways A or B will not be taken.

Level 8
Criteria for Progression and Award
Please refer to UWS Regulatory Framework for related regulations

To proceed to Level 9, students must meet the criteria outlined in regulation, Chapter 3 (3.13). Students who exit at Level 8 are awarded the DipHE in Theology.
For information on the award of distinction please refer to the University Regulation, Chapter 3 (3.25).

SCQF LEVEL 9 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Demonstrate a broad and integrated knowledge of the Christian religious tradition, showing understanding from a variety of perspectives, including the confessional position of Baptists.
A2	Be able to discuss with informed critical awareness, a number of the issues, concepts and theories that arise from theological responses to contemporary cultural realities, and to explore these from a vocational perspective. (This may include specific youth and community ministry contexts.)
A3	Show and evidence ability to read and interpret the biblical text, using historical critical and theological disciplines associated with biblical hermeneutics and creative approaches to homiletics.
A4	Demonstrate a confident grasp and critical appreciation of the theoretic underpinning of a variety of practical disciplines associated with pastoral, youth or community ministry, such as preaching, worship, mission and spiritual formation.
A5	Evidence an informed capacity for theological reflection on human experience, theological themes and some of the significant debates and discussions, both historic and contemporary, within the Christian tradition.
Practice - Applied Knowledge and Understanding	
B1	Demonstrate a confident proficiency in a number of complementary study skills in such diverse areas as spiritual formation, ethical reflection, historical and theological exposition, and biblical interpretation.
B2	Demonstrate and practise a capacity to resource the life of a faith community, or a youth and community ministry, by engaging in specific ways with its sacred text, and showing some critical reflection on the key dynamics of its life as expressed in its communal practices and missional aspirations.
B3	Evidence competence and discernment in formulating appropriate responses to situations of human need, as one resourced in relevant knowledge, practical skills and spiritual understanding.
B4	Evidence a capacity to reflect theologically, apply appropriately and practise competently the main vocational responsibilities of pastoral ministry including biblical interpretation and preaching, pastoral care in a community context, and interaction with contemporary cultural trends as they impact on the mission of the Church.
B5	Be able to contribute in an informed and responsible way to discussion and debate on issues arising in the public arena in relation to values, ethics, and justice and to relate these to the pastoral and missional context of the contemporary church.
Communication, ICT and Numeracy Skills	
C1	Demonstrate overall competence in communicating, with creative awareness, through public speaking, including preaching and class presentation.
C2	Evidence confidence in interpersonal skills such as effective use of argument in debate, co- operative team work through group study, and individual oral and written presentations.
C3	Be able to access a wide range of relevant resources, and demonstrate creativity in formulating and presenting appropriate material intended for use in liturgical, worship or some other church, youth or community ministry context.

C4	Demonstrate confidence and critical awareness in negotiating intellectual positions in the context of discussion and shared learning in areas such as history, confessional identity, Bible and theology.
C5	Be familiar with standard ICT applications and able be able to use them in the pursuit of learning and the presentation of written and oral submissions.
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Show consistency, overall competence and intellectual curiosity in identifying, selecting, organising and presenting information and ideas in the areas of history, biblical study, theology and pastoral practice.
D2	Demonstrate confidence in forming and conveying to others, in different situations, complex ideas, in oral and written form, paying attention to evidence based argumentation, cogent reasoning and an awareness of significant alternative positions.
D3	Evidence a mature exploitation of necessary skills in enquiry, research and exploitation of library and Internet resources.
D4	Demonstrate, with evidence of self-critical awareness, a capacity for theological reflection on human experience and the routine demands of pastoral ministry (which may include specific youth and community ministry contexts).
D5	Evidence ability to exploit the distinction between primary and secondary material, and demonstrate some critical and analytic ability in using these effectively in writing and discussion.
Autonomy, Accountability and Working with Others	
E1	Demonstrate conscientious commitment to working within agreed class deadlines, and a consistent discipline in fulfilling the time management demands required in producing good quality scholarship.
E2	Be able to understand and fairly represent views other than the student's own in discussion, presentation and written argument, while expressing their own identity and point of view with intellectual humility and openness to revision of thought.
E3	Demonstrate ability to work effectively in collaboration with others in the process of learning, spiritual formation, and the acquisition of vocational skills.
E4	Evidence maturity and confidence in interacting with the views of others by applying interpersonal skills of negotiation, listening and respect for others presenting contested viewpoints.
E5	Demonstrate willingness to accept guidance from and co-operate with module coordinators and peer colleagues in a collaborative process of personal development through learning and unlearning.

Level 9 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	

				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Level 9 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
9	THEO09005	Creative Homiletics L9	20	☐	X	☐	Pathway B
9	THEO09028	Sermon on the Mount L9	20	X	☐	☐	Pathway A & B
9	THEO09004	Baptist Perspectives on Being a Church L9	20	☐	X	☐	Pathway C
9	THEO09017	Spiritual Formation L9	20	X	☐	☐	Pathway A
9	THEO09015	OT Theological Exegesis L9	20	☐	X	☐	Pathway A
9	THEO09026	Reconciliation L9	20	X	☐	☐	Pathway B
9	THEO09008	Creative Mission in a Changing Culture L9	20	☐	X	☐	Pathway C
9	THEO09006	Directed Learning L9	20	X	X	X	Pathway A or B
9	THEO09027	Christian Worship: Theology and Practice L9	20	X	☐	☐	Pathway C
9	THEO09039	Christian Leadership L9	20	☐	X	☐	Pathway C
9	THEO09025	Practice of Preaching L9	20	X	☐	☐	Pathway C
9	THEO09030	Scottish Christianity L9	20	X	☐	☐	Pathway B
9	THEO09031	Paul and the Gospel of Jesus L9	20	☐	X	☐	Pathway B
9	THEO09032	Theology and Contemporary Issues L9	20	☐	X	☐	Pathway A
9	THEO09033	The Story of God L9	20	X	☐	☐	Pathway A
9	THEO09035	Faith-based Social Action L9	20	☐	X	☐	Pathway A
9	THEO09034	WBL & Personal Development L9	20	X	X	X	Pathway A & B
9	THEO09036	Worldviews, Cultures, and Christian Faith L9	20	X	☐	☐	Pathway B

Footnotes for Option Modules

* Indicates that module descriptor is not published.

Depending on the academic year of entry, students will follow either Pathway A or Pathway B modules.

Depending on the academic year of entry and intended point of exit, students choosing Theology with Pastoral Studies (Youth and Community) may take Worldviews, Cultures, and Christian Faith L9. To achieve the Youth and Community bracketed award, one module from the BD Theology and Pastoral Studies Pathways A or B will not be taken.

Pathway C: These options may be available and students should consult with their programme leader for further information.

Level 9
Criteria for Progression and Award
Please refer to UWS Regulatory Framework for related regulations

To proceed to Level 10, students must meet the criteria outlined in University Regulation, Chapter 3 (3.13).

Students may exit at Level 9 with the BD in Theology with Pastoral Studies.

Students may exit with the BD in Theology with Pastoral Studies (Youth and Community) if they have completed at least 60 credits of specialist modules:

Values of Youth and Community Ministry L7 or Practices of Youth and Community Ministry L8, Practices of Youth and Community Ministry L7 or Values of Youth and Community Ministry L8, Theology and Practice of Faith-based Social Action L9 or Worldviews, Cultures, and Christian Faith L9.

For information on the award of distinction please refer to University Regulation, Chapter 3 (3.25).

SCQF LEVEL 10 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Demonstrate, including in a substantial research project of Dissertation standard, detailed and integrated knowledge of the Christian religious tradition, showing understanding from a wide variety of theological, pastoral and biblical perspectives.
A2	Be able to discuss with mature critical awareness, a number of the issues, concepts and theories that arise from theological responses to contemporary cultural realities, and to explore these from a vocational and confessional perspective. (This may include specific youth and community ministry contexts.)
A3	Show and evidence ability to read and interpret the biblical text, using historical critical and theological disciplines associated with biblical hermeneutics, and applying these in a theological exegesis of specific biblical texts.
A4	Demonstrate a mature grasp and critical appreciation of the theoretic underpinning of a variety of practical disciplines associated with pastoral, youth or community ministry.
A5	Evidence a developed and mature capacity for theological reflection on human experience, theological themes and some of the significant debates and discussions, both historic and contemporary, within and beyond the Christian tradition.
Practice - Applied Knowledge and Understanding	
B1	Demonstrate a confident proficiency in the skills requisite for effective vocational study and practice in diverse areas as e.g the theory and practice of pastoral care in a faith community, mature reflective capacity in the principal areas of spiritual formation, ethical reflection, theological exposition, and biblical interpretation

B2	Demonstrate and practise a capacity to resource the life of a faith community, or a youth and community ministry, by skilled and mature engagement with its sacred text, and demonstrating good critically reflection on pastoral practice.
B3	Evidence confidence and critical insight when formulating appropriate responses to situations of human need, as one resourced in relevant knowledge, practical and vocational skill and spiritual understanding.
B4	Evidence an advanced capacity to reflect theologically, apply appropriately and practise competently the main vocational responsibilities of pastoral ministry including biblical interpretation and preaching, pastoral care in a community context, and interaction with both contemporary cultural trends and the faith claims of other traditions.
B5	Be able to contribute in a responsible collaborative way to discussion and debate on issues arising in the public arena in relation to values, ethics, and justice and to relate these creatively to the pastoral and missional context of the contemporary church.
Communication, ICT and Numeracy Skills	
C1	Demonstrate overall competence in communicating, using a range of routine communicative skills, and doing so with creative awareness, through public speaking and class presentation using several forms of media.
C2	Evidence maturity and facility in interpersonal skills such as effective use of argument in debate, co- operative team work through group study, and individual oral and written presentations.
C3	Be able to access a wide range of relevant resources, and demonstrate creativity in formulating and presenting appropriate material intended for use in liturgical, worship or some other church, youth or community ministry context.
C4	Demonstrate analytic and synthetic skills in negotiating intellectual positions in the context of discussion and presentations intended for shared learning in areas such as history, confessional identity, Bible and theology.
C5	Be familiar and competent with standard ICT applications and able be able to use them effectively in advanced research and the presentation of written and oral submissions.
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Show consistency, overall competence and intellectual curiosity in identifying, selecting, organising and presenting information in addressing complex ideas in the areas of history, biblical study, theology and pastoral practice.
D2	Demonstrate confidence in formulating and reflecting upon, complex intellectual and practical problems encountered within the subject field and its relevant vocational expressions, giving evidence of informed judgement, cogent reasoning, awareness of significant alternative positions, and willingness to present salient conclusions.
D3	Evidence a mature exploitation of necessary skills in enquiry, research and exploitation of library and internet resources, and a controlled grasp of previous learning, by producing a Dissertation which demonstrates consolidated knowledge, some creativity and originality.
D4	Demonstrate, with evidence of self-critical awareness, a mature capacity for theological reflection on human experience and both routine and specialist demands of pastoral ministry (which may include specific youth and community ministry contexts).
D5	Evidence ability to exploit the distinction between primary and secondary material, and demonstrate critical, analytic and integrative acumen in using these effectively in writing and discussion.

Autonomy, Accountability and Working with Others	
E1	Demonstrate a mature sense of personal responsibility, and practiced skill in negotiating the time management demands of producing high quality theological scholarship.
E2	Be able to understand and fairly represent views other than the student's own in discussion, presentation and written argument, while expressing their own identity and point of view with intellectual humility and openness to revision of thought.
E3	Demonstrate ability to work effectively and supportively in collaboration with others in the process of learning, spiritual formation, and the acquisition of vocational skills in peer support of Dissertation research and in vocationally rich subject areas.
E4	Evidence maturity and leadership skills in interacting with the views of others by applying interpersonal skills of negotiation, listening and respect for others presenting contested viewpoints, in a context of discussion where participants are open to revision of thought.
E5	Demonstrate mature willingness to collaborate effectively with module co-ordinators and peer colleagues in a shared process of personal development through learning and unlearning, and through recognition of roles and responsibilities in varied contexts.

Level 10 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
10	THEO10006	Dissertation L10	40	X	X	☐	Pathway A & B
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Level 10 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
10	THEO10008	OT Theological Exegesis L10	20	☐	X	☐	Pathway B
10	THEO10014	Reconciliation L10	20	X	☐	☐	Pathway A
10	THEO10016	Sermon on the Mount L10	20	X	☐	☐	Pathway C
10	THEO10015	Spiritual Formation L10	20	X	☐	☐	Pathway B
10	THEO10005	Directed Learning L10	20	X	X	X	Pathway A or B

10	THEO10017	Scottish Christianity L10	20	☐	X	☐	Pathway A
10	THEO10018	Paul and the Gospel of Jesus L10	20	☐	X	☐	Pathway A
10	THEO10019	Theology and Contemporary Issues L10	20	☐	X	☐	Pathway B
10	THEO10020	The Story of God L10	20	X	☐	☐	Pathway B
10	THEO10010	WBL & Personal Development L10	20	X	X	X	Pathway C
10	THEO10004	Creative Homiletics L10	20	☐	X	☐	Pathway A
10	THEO10021	Faith-based Social Action L10	20	☐	X	☐	Pathway B
10	THEO10027	Worldviews, Cultures, and Christian Faith L10	20	X	☐	☐	Pathway A

Footnotes for Option Modules

* Indicates that module descriptor is not published.

Depending on the academic year of entry, students will follow either Pathway A or Pathway B modules.

Depending on the academic year of entry, students choosing Theology with Pastoral Studies (Youth and Community) will normally take either Theology and Practice of Faith-based Social Action L10 or Worldviews, Cultures, and Christian Faith L10. To achieve the Youth and Community bracketed award, one module from the BD Theology and Pastoral Studies Pathways A or B will not be taken.

Pathway C: These options may be available and students should consult with their programme leader for further information.

Level 10
Criteria for Award
Please refer to UWS Regulatory Framework for related regulations

Students exit at this level with the BD (Hons) in Theology with Pastoral Studies.

Students exit with the BD (Hons) in Theology with Pastoral Studies (Youth and Community) if they have completed at least 60 credits of specialist modules:

Values of Youth and Community Ministry L7 or Practices of Youth and Community Ministry L8, Practices of Youth and Community Ministry L7 or Values of Youth and Community Ministry L8, Worldviews, Cultures, and Christian Faith L9 or Worldviews, Cultures, and Christian Faith L10.

Honours Classification will be awarded in line with the University Regulations, Chapter 3 (3.20 – 3.24).

Regulations of Assessment

Candidates will be bound by the general assessment regulations of the University as specified in the University Regulatory Framework.

An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework.

To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.

Combined Studies
There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School. Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for a an exit award of CertHE / DipHE or BA /BSc in Combined Studies (please see Regulation 1.61). For students studying BA, BAcc, or BD awards the award will be BA Combined Studies. For students studying BEng or BSc awards, the award will be BSc Combined Studies.

Version no: 1

Change/Version Control

What	**When**	**Who**
New modules added to L7 and L8	17/04/2025	I Birch/E Bell
Module code adjusted for Leadership L8/L9 and Practice of Pastoral Care L8	17/04/2025	I Birch/E Bell
Adjustment of Named Award Title	17/04/2025	I Birch/E Bell
Additions to list re Award Title for Each Award	17/04/2025	I Birch/E Bell