University of the West of Scotland

Module Descriptor

Title of Module: Christian Leadership L8			
Code: THEO08013	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:	L Toth		

Summary of Module
This module introduces students to the core issues of Christian leadership as exercised within a variety of church ministry contexts. Students will consider models of leadership derived from a variety of sources including the Bible, business and the voluntary sector. A variety of leadership styles will be examined and evaluated for their potential usefulness in pastoral ministry. The manner in which leadership relates to personal temperament and individual gifting will be considered. Students will consider the pitfalls and challenges of church pastoral leadership and how these can be anticipated with compensating strategies. There will be consideration of the question of leadership integrity, particularly the personal qualities of a leader in a faith community and whether it is possible to lead others in ways the leader has not attained. This will allow for consideration of what it means to lead within an ethical framework, ethics applying both to the leader and the practice of non-manipulative leadership. Through discussion of case studies students will explore the challenges of Christian leadership in a faith community. Students will explore how to grow as a leader in skills and effectiveness. The course will offer the opportunity to explore the challenges of leadership in a variety of specific contexts, for example: church meetings (business, deacons', ministry team, etc), the leader as exemplar in worship, pastoral care, relational integrity.

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
☐	☐	☒	☒	☐	☐
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:
☒	☐	☐	☐	☐	☒	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☐	Term 2	☒	Term 3	☐

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	Describe and evaluate different models of leadership, with reference to the relevant literature, and their suitability for the practice of Christian ministry.
L2	Demonstrate knowledge and understanding of the differing contexts in which leadership is exercised in pastoral ministry, and differentiate the styles of leadership appropriate to these situations.
L3	Demonstrate a discerning understanding of the nature of effective Christian leadership and the practices which enable this.
L4	Demonstrate through case study and role play practical competence, imagination and confidence in exercising leadership in a variety of church contexts.

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 Level **8** Informed awareness of one of the core competencies of pastoral ministry, namely leadership Discerning the nature, function and skills required to exercise effective leadership.
Practice: Applied Knowledge and Understanding	SCQF Level **8** Taking initiatives in leading a church community in the conduct of its business, mission and spirituality.

Generic Cognitive skills	SCQF Level **8**
	Research and critical analysis of written material, evaluation of concepts and models of behaviour.
	Critical and imaginative application of ideas to life situations.
Communication, ICT and Numeracy Skills	SCQF Level **8**
	Use of library, books, internet resources. The retrieval, storing and use of materials in verbal and written assignments.
Autonomy, Accountability and Working with others	SCQF Level **8**
	Working alone and in groups to produce presentations. Role play and case studies.
Pre-requisites:	Before undertaking this module the student should have undertaken the following:

	Module Code:	**Module Title:**
Pre-requisites:	**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** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	12
Asynchronous Class Activity	24
Independent Study	140
	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:

Adair, J and J. Nelson (eds), Creative Church Leadership (Norwich: Canterbury Press, 2004).

Beasley Murray,P. A Call to Excellence (London: Hodder & Stoughton, 1995)

Carroll, J. God's Potters (Grand Rapids: Eerdmans, 2006)

Jones, L. G, Resurrecting Excellence. Shaping Faithful Christian Ministry (Grand Rapids: Eerdmans, 2006)

Hussey, J & R. Perrin, How to Manage a Voluntary Organization (London: Kogan Page, 2003)

Tucker, R. Leadership Reconsidered: Becoming a Person of Influence (Grand Rapids: Baker Books, 2008).

(**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 ☐ No ☒
School Assessment Board	Divinity
Moderator	I Birch
External Examiner	C Gardiner
Accreditation Details	None
Changes/Version Number	2.05 Mode of delivery; External Examiner

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: Portfolio 60%
Assessment 2: Essay 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
Portfolio of written work	✓	✓	✓	✓	60	2

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
Essay	✓		✓		40	0

Combined Total for All Components	**100%**	**2 hours**