Module Descriptor

Title	Christian Leadership L8		
Session	2025/26	Status	Active
Code	THEO08029	SCQF Level	8
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	A Black		

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	On-Campus[1] ☐	Hybrid[2] ☒	Online[3] ☒	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London	☒ Online / Distance Learning	

[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

		⊠ Paisley		☐ Other (specify)	

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	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	Through examples and case studies demonstrate practical competence and confidence in exercising Christian leadership in a variety of contexts.
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 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 8** Taking initiatives in leading a church community in the conduct of its business, mission and spirituality.
Generic Cognitive skills	**SCQF 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 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 8** Participate in discussions on contested areas of study, demonstrating a capacity to listen to opposing viewpoints and to articulate one's own.

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	24
Tutorial / Synchronous Support Activity	12
Asynchronous Class Activity	24
Independent Study	140
n/a	
n/a	
TOTAL	200

Indicative Resources

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

Tidball, D., Ministry by the Book: New Testament Patterns for Pastoral Leadership (Nottingham: Apollos, 2008).

Nouwen, H., In the Name of Jesus, (New York: Crossroad Publishing, 1989).

(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 activites and submit assessments. Detailed guidance will be provided by the module coordinator

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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	I. Birch
External Examiner	C Gardiner
Accreditation Details	None
Module Appears in CPD catalogue	☐ Yes ☒ No
Changes / Version Number	3.0 Learning Outcomes; Employability and Personal Development Planning (PDP) Skills; Indicative Resources; Assessments (order of); Module delivery methods updated to reflect new UWS categories

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

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Portfolio of written work	☒	☒	☒	☒	☐	60	2

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
n/a	☐	☐	☐	☐	☐		
Combined total for all components						100%	2 hours

Change Control

What	When	Who
Module delivery methods updated to reflect new UWS categories	Feb 2025	E. Bell
Change of module co-ordinator	Feb 2025	E Bell
Learning Outcomes	Feb 2025	G Meiklejohn
Employability Skills and Personal Development Planning Skills	Feb 2025	G Meiklejohn
Indicative Resources	Feb 2025	G Meiklejohn
Assessments (order of)	Feb 2025	G Meiklejohn