TH6109 PASTORAL LEADERSHIP IN THE CONTEMPORARY CHURCH

1.	Module code:	TH6109
2.	Title:	PASTORAL LEADERSHIP IN THE CONTEMPORARY CHURCH
3.	Credit points:	20
4.	FHEQ level:	6
5.	Semester:	*Onsite:* Semesters 1 & 2 *Distance:* Semester TBC
6.	Module leader:	Chloe Lynch
7.	Accredited by:	MDX
8.	**Module restrictions:**	
	(a) Pre-requisite	Level 4 and 5 completed
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	
9.	**Aims:** To enhance understanding of theories, strategies and requisite skills of leadership as appropriate to the contemporary church context, develop understanding of the theology and practice of contemporary ministry, and develop evaluative awareness of contextual applications of contemporary pastoral leadership. To build on study of Christian theology and practice at Level 4, complement related study at Level 5, and lay foundations for further study at Level 6.	
10.	**Learning outcomes:** **Knowledge** On successful completion of this module, the student will be able to: 1. synthetically describe and critically evaluate the nature of pastoral leadership within the contemporary church (A1, A3, A4) 2. identify and critically analyse biblical foundations and theological dimensions of Christian ministry and its relationship to contemporary church leadership (A1, A4) 3. demonstrate critical awareness of contextual applications of contemporary pastoral leadership (A3, A4) **Skills** On successful completion of this module, the student will be able to: 4. analyse and interpret key aspects of pastoral leadership in the contemporary church in a critical, synthetic, empathetic, reflective and theologically astute manner (B1, B2, B3) 5. engage empathetically with different scholarly methods and opinions, anticipate divergent problems, possibilities and consequences, apply their knowledge and understanding to their own lives and the lives of others, and thereby continue to grow and develop spiritually (B3, B4, B5) 6. organise, communicate and apply their own learning effectively, use information and computer technology to access and divulge information, and engage creatively in problem solving (B6, B7, B8)	
11.	**Syllabus:** This module will encompass issues such as: the contemporary church context; evangelical ecclesiology; biblical, theological and historical models of leadership and ministry; secular theories of leadership; the relationship between gender, culture and pastoral leadership; the characteristics and qualities of a	

	pastoral leader; the relationship between styles of leadership and personality; leadership tasks, roles and responsibilities; leadership within a team context; power and resolving conflicts; leadership structures within a local church; developing leaders.
12.	**Learning and teaching strategy:** Students will be engaged in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production through multiple delivery formats. Students may choose to study this module either on-campus or in the distance (online) mode. ***Onsite education*** will occur in a cohort within a timetable and be based around interactive lectures, group discussions and guided readings, supported by materials on the Virtual Learning Environment (VLE). ***Distance education*** through the VLE is self-paced within a timetabled cohort, and based around online course materials, guided readings (including ebooks, articles and other materials), and online discussion forums where students interact with each other and the tutor. ***Both onsite and distance*** *students* will have opportunities for guided and independent study. All students will be expected to engage in independent library research and written production and supported in their learning by the tools and resources available on the VLE.
13.	**Assessment scheme:**
	1. Formative assessment scheme Both onsite and distance learning students will receive ongoing formative feedback from tutors at appropriate points during the duration of the module. Students will submit an essay outline of maximum 500 words identifying the area (related to one of the major issues addressed within the module) that they wish to explore in summative Essay 1. The outline will develop a research strategy and include a bibliography.
	2. Summative assessment scheme *Task: Essay 1* *Essay 1* will explore in depth one of the major issues addressed within the module. The exact title for the essay will be agreed in negotiation with the module leader.

Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
50%	*Essay 1 (2500 words)*	*All LOs*	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

Task: Essay 2

Essay 2 will critically evaluate a contemporary example of pastoral leadership within a local church context. Students will draw on the major issues addressed in the module as a framework for their critical analysis.

Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
50%	*Essay 2 (2500 words)*	*All LOs*	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval*

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					☐ *Yes – whole module*

The marking scale is as follows:

- 00-34 is considered a fail.
- 35-39 is considered a compensatable pass (where appropriate and after re-assessment).
- 40-49 is considered a third-class pass
- 50-59 is considered a lower second-class pass.
- 60-69 is considered an upper-second-class pass.
- 70+ is considered a first-class pass.

In order to pass the module, the student is required to achieve a mark of 40+ in each module element, except where compensation applies (if appropriate) or if the learning outcomes are met by the achievement of a 40+ mark in another module element.

Therefore, please delete the statement which **does not** apply to this module:

1. ~~In order to pass the module, the student will be required to achieve a mark of 40+ **in each module element** except where compensation applies (if appropriate).~~

2. In order to pass the module, the student will be required to achieve **an aggregate mark of 40+ across all module elements**, except where compensation applies.

Please note that modules up to a maximum of 20 credits (after re-assessment) may be compensated where a student has achieved a mark between 35 and 39 but only if a level average of 40+ has been achieved.

Seen examination	%
Unseen examination	%
Coursework (no examination)	100%

14.	**Timetabled examination required**	Yes ☐ No ☒
15.	**Length of exam**	
16.	**Learning materials** ***Essential*** Banks, R., Ledbetter, B. and Greenhalgh, D.C., *Reviewing Leadership: A Christian Evaluation of Current Approaches*, rev. ed. (Grand Rapids, MI: Baker Academic, 2016). [Library, Ebook] Padfield, J., *Hopeful Influence: A Theology of Christian Leadership* (London: SCM, 2019). [Library, Ebook] Parkinson, I., *Understanding Christian Leadership* (London: SCM, 2020). [Library, Ebook] ***Recommended*** Clarke, A.D., *Called to Serve: A Pauline Theology of Leadership* (London: Continuum, 2008). Haley Barton, R., *Strengthening the Soul of Your Leadership: Seeking God in the Crucible of Ministry* (Downers Grove, IL: IVP, 2008). June, L.N. and Mathis, C.C. (eds.), *African American Church Leadership: Principles for Effective Ministry and Community Leadership* (Grand Rapids: Kregel, 2013).	

Kearsley, R., *Church, Community and Power* (Abingdon: Routledge, 2016). Lingenfelter, S.G., *Leadership in the Way of the Cross: Forging Ministry from the Crucible of Crisis* (Eugene, OR: Wipf & Stock, 2018).

Lynch, C., *Ecclesial Leadership as Friendship* (Abingon: Routledge, 2019).

Northouse, P.G., *Leadership: Theory and Practice* (Thousand Oaks, CA: Sage, 2018).

Roxburgh, A.J. and Romanuk, F., *The Missional Leader: Equipping Your Church to Reach a Changing World* (Minneapolis, MN: Fortress, 2020).

Yung, H., *Leadership or Servanthood? Walking in the Steps of Jesus* (Carlisle: Langham, 2021).

Information in items 17 and 18 are collected for LST purposes (as well as for Middlesex University information):

17.	**UNISTATS - assessment**	
	Please indicate summary of the following assessment types:	
	COURSEWORK	100%
	EXAM	……..%
	PRACTICAL	……..%
18.	**UNISTATS – learning and teaching**	
	Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e., 30 credits are 300 hours).	
	Scheduled **Teaching** (e.g., Lecture, Tutorial, Seminar, Practical class, Workshop etc). The proposed number of scheduled teaching hours:	*Onsite:* 48 *Distance:* N/A
	Assessment Proposed number of hours for the assessments.	*Onsite:* 40 *Distance:* 40
	Placement Activity (e.g., placement, work-based learning or year abroad). Proposed time on placement. (This can cause the hours to go over the credit hours, but this is ok in this instance):	
	Independent Study (Time students will be required to complete independent study). The proposed number of hours a student should complete independent study:	*Onsite:* 112 *Distance:* 160

Programme(s) using this module:		
Programme code(s)	**Programme title(s)**	**Core/Optional**
600V628	BA (Hons) Theology	optional
600V770	BA (Hons) Theology & Music – formerly Theology, Music & Worship	optional
600V767	BA (Hons) Theology & Creative Musicianship – formerly Theology & Worship	optional
600V773	BA (Hons) Theology & Worship Studies – new programme	optional