University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Practice of Preaching L7			
Code: THEO07019	SCQF Level: 7 (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
Communicating the Message: Practice of Preaching This module will introduce participants to the history, theology, and practice of Christian preaching as a particular genre of Christian communication related to the core compentencies of Christian ministry. The primary focus will be upon preaching as a 'live event' which takes place in the context of a congregation gathered in worship. Participants will be introduced to the terms exegesis, hermeutics, and homiletics and the way in which these activities are brought together in moving from Scriptural text to sermon. In this regard participants will have the opportunity to work with a number of texts and will consider preaching from these texts in relation to matters of: communication, content, context, clarity, creativity, and character. In relation to these heading participants will consider issues of listening to their listeners, sermon form, illustration, use of technology, and embodied oral delivery. By the end of the module students should be able to work from a text to a written and then delivered sermon according to a number of the principles and practices which are associated with good preaching. As part of his process students will receive formative peer and tutor feedback on a sermon delivered in class.

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	Demonstrate broad general knowledge and understanding of the biblical and theological principles that undergird the practice of preaching as a core competence of Christian ministry.
L2	Demonstrate an overall appreciation of the basic components that constitute the sermon as a genre of communication.
L3	Use basic techniques to read and interpret the Christian Scriptures with cultural sensitivity in preparation for preaching to a congregation gathered in worship.
L4	Use basic professional skills to prepare and deliver a short sermon based upon a set Scriptural text.
	Click or tap here to enter text.

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 **7** Broad general knowledge of the history, theology, and practice of preaching as a core vocational competence in Christian ministry. Broad grasp of the basic disciplines required to preach a sermon effectively in the context of worship including hermeneutics, exegesis and homiletics.

Practice: Applied Knowledge and Understanding	SCQF Level **7** Preparing and understanding techniques of delivery in oral presentation, particularly preaching in the context of a faith community. Applying principles and dynamics that underlie the effective delivery of a sermon in a faith community.
Generic Cognitive skills	SCQF Level **7** A confident grasp of the basic disciplines and approaches to communication that undergird good public presentations. Selecting, organizing and preparing for oral presentation, material that is relevant and appropriate to specific contexts.
Communication, ICT and Numeracy Skills	SCQF Level **7** Preparing material in a structured and coherent way to be delivered in an oral form, using a range of IT, verbal facility and good basic research skills. Use standard IT to enhance and develop material for presentation in class.
Autonomy, Accountability and Working with others	SCQF Level **7** Able to be both self critical and constructively and supportively critical of others through self and peer review in a class aimed at improving oral skills. Identifying and addressing areas for personal development in areas of communication.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	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	**Student Learning Hours** (Normally totalling 200

undertaken to achieve the module learning outcomes are stated below:	hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	12
Tutorial/Synchronous Support Activity	10
Laboratory/Practical Demonstration/Workshop	12
Asynchronous Class Activity	24
Independent Study	142
	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:

Quicke, M. J. Q., 360 Degree Preaching: Hearing, Speaking, and Living the Word (Grand Rapids: Baker Academic; 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.

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	2.04 Revised title

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: Performance 60%
Assessment 2: Portfolio 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
Performance/ Studio work/ Placement/ WBL/ WRL assessment			✓	✓	60	1

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
Portfolio of written work	✓	✓	✓		40	0

Combined Total for All Components	**100%**	**1 hours**