

No. 1258

2 November 2004



SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Religious and Ethical Foundations of Society

Registered by **NSB 07**, Human and Social Studies, publishes the following qualifications and unit standards for public comment.

This notice contains the titles, fields, subfields, NQF levels, credits, and purpose of the qualifications and unit standards upon which qualifications are based. The qualifications and unit standards can be accessed via the SAQA web-site at www.saga.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address ***below and no later than 28 November 2004***. All correspondence should be marked Standards Setting – **SGB** for Religious and Ethical Foundations of Society and addressed to

The Director: Standards Setting and Development

SAQA

Attention: Mr. D Mphuthing

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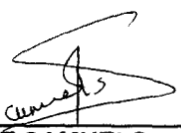
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Established in terms of Act 58 of 1995

BACHELOR OF ARTS: RELIGIOUS STUDIES

1. **Field:** NSB 07 (Human and Social Studies)
2. **Sub-field:** Religious and Ethical Foundations of Society
3. **Level:** 6
4. **Credits:** 360
120 at NQF Level 5 and 240 at Level 6
180 credits in the core category (Religious Studies as a clear major)
24 credits in the fundamental category (literacy, academic literacy, research skills and computer literacy)
156 credits in the elective category
5. **Issue Date:**
6. **Review Date:**

Purpose Of The Qualification

The purpose of the qualification is to provide **B.A. (Religious Studies)** graduates with

- a well-rounded and systematic body of knowledge and the underlying principles and concepts applicable to it
- specific skills and applied competence in problem-solving techniques in religious studies
- academic skills and attitudes necessary to analyse information critically and to synthesise concepts and evidence from a range of sources
- sound understanding of religion in all its manifestations, its development and relevance to numerous issues of public concern
- provide local and global communities with leaders in the field of religion studies, who understand their crucial role in society, and who possess insights into the aesthetic, historical and structural aspects religion, and therefore contribute significantly to the social life of communities through their skills and strategies of facilitation, administration and partnership.
- competency in a range of professions practised in a culturally and religiously pluralistic society where a high degree of cultural sensitivity is needed in situations of contact and influence (including teachers, religious workers, health workers, peace workers, developmental agencies, diplomats and politicians, and public servants)

- the opportunity to explore the dimension of ultimate meaning and value with a view to personal growth, social sophistication, and the ability to educate others in the qualities needed in our society (acceptance and respect for diversity, open-mindedness, etc.)

Learning assumed to be in place

Learners who register for this qualification are capable of:

Learn from predominantly written material;
Communicate what they have learnt comprehensibly.
With guided support, take responsibility for their own progress.

7. Exit level Outcomes and associated assessment criteria

7.1 Critical cross-field outcomes

- 7.1.1 The BA graduate can identify, analyse, formulate, and solve convergent and divergent problems of living, of individual and societal kinds, responsibly and creatively.

With limited guidance, identify, analyse and solve concrete, routine problems by drawing on their own experience and the theoretical knowledge base of individual disciplines in the Humanities' fields.
Generate a number of strategies for dealing with problems, evaluate those strategies and select the most appropriate for a particular context.
Critically evaluate various viewpoints and compare them to each other and to their own views.
Offer evidence in a variety of ways (from theoretical knowledge base, from experiential base, etc.) to support their stated views.
Analyse the global, national and local community in terms of problems, needs, opportunities.

- 7.1.2 The BA graduate can work effectively with others as a member of a team, group, organisation, community, and contribute to the group output in tasks growing out of the fields traditionally considered as the Humanities.

Use 'people skills' (respect, empathy, listening skills, etc.) in group situations.
Respect the opinions of others (through written and/ or oral reporting without bias).
Demonstrate acceptance of diversity (through written and/ or oral reporting without bias).
Undertake projects and provide evidence of successful interaction with others.
Use effective communication skills within the group.

- Are supportive followers and group participants.
- Organise themselves and others into effective working groups.
- Communicate the evidence of these group interactions (through written and/ or oral reporting).

- 7.1.3 The BA graduate can manage and organize her or his activities and life responsibly and effectively, including her or his studies and career.

Use effective study skills and learning strategies which suit their personal situations and specific contexts.
Organise their study plans.
Assess their own strengths and weaknesses and develop coping strategies.

7.1.4 The BA graduate can collect, analyse, organise and critically evaluate information.

Use a selection of basic research skills

* in literature searches using library and other resources; * in guided empirical research projects with defined parameters with lecturer guidance.

Integrate information from a variety of sources.

Act responsibly as researchers and students (e.g., use appropriate referencing, avoiding plagiarism, etc.).

Use the conventions of scholarship appropriate in the specific disciplines under study.

With limited guidance, critically analyse theories, examples, experiences, etc.

Argue appropriately within the relevant discourse community.

7.1.5 The BA graduate can communicate effectively using visual, mathematical and/ or language skills in the modes of oral and/ or written presentation, often in pieces of sustained discourse.

Communicate their ideas logically and provide supporting evidence in a sustained manner.

Responsibly use the ideas of others in support of their own (without plagiarism, etc.).

Identify conclusions and premises in academic arguments.

Follow the language conventions of written (and/ or oral) use in the respective disciplines, including the use of terminology.

Use appropriate models of organisation and presentation as required in the respective disciplines.

Use statistics appropriately and responsibly in support of their ideas.

Create and use visuals appropriately to support their ideas.

Recognise own communication limitations and problems and seek help appropriately.

See, describe and interpret what they come across in appropriate ways.

Assist others to speak for themselves.

Use language in ways that are accessible to their intended audience.

7.1.6 The BA graduate can use science and technology effectively and critically, showing responsibility towards the environment and health and well-being of others, in community, national and global contexts.

With limited guidance, use a selection of scientific methods of investigation, testing and evaluation to conduct basic research.

Select technology to suit the needs of the individual or group.

Use natural resources in a sustainable way where appropriate in relevant fields of study.

Show respect for and a responsible/ ethical attitude towards science and technology.

Show respect and openness towards the psychological, health and physical environment of others.

7.1.7 The BA graduate can demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation, and by acknowledging their responsibilities to those in the local and broader community.

Connect the abstract knowledge of theory to the reality of their individual contexts.

Draw upon their prior knowledge (personal and abstract) and personal experience as appropriate when investigating and analysing the world around them.

- With guidance, look beyond and across traditional disciplinary boundaries for solutions.

- Note and possibly explore the impact of decisions in one area on another area (including projecting possible unintended outcomes).

7.2 Developmental Outcomes:

- 7.2.1 The BA graduate can reflect on and explore a variety of strategies to learn more effectively (see Critical Outcomes 3 and 5 above).

- Use means other than rote-learning; for instance, through critical reflection on experience, through applying theory to practice, through interacting with others, etc.
- Explain what they know in their own words.
- Use help-seeking strategies to further their own learning and that of others.
- Apply what they study in different contexts, both personal and public, real and simulated.
- Use effective study skills (e.g. note-taking, summarizing, analysis and synthesis).

- 7.2.2 The B.A. graduate can participate as a responsible citizen in the life of local, national and global communities (also see Critical Outcome 2 above).

Are willing to participate in groups and share knowledge.
 Are willing to take considered/ informed risks.
 Apply what they know and study in culturally diverse contexts to the advantage of different communities.
 With guidance, think globally and act locally; think locally and act globally.

- 7.2.3 The BA graduate can be culturally and aesthetically sensitive across a range of social contexts (see Critical Outcomes 2 and 7).

Show awareness of cultural diversity.
 Demonstrate awareness of own culture and background.
 Demonstrate acceptance of diversity and the opinions of others.
 Use various skills to draw out the cultural accomplishments and contexts of others (e.g., listening skills, empathy, sympathy, open-mindedness, etc.).
 Value open-mindedness and acceptance of diversity.

- 7.2.4 The BA graduate can explore education and career opportunities by drawing on the various knowledge, skills and attitudes acquired in the accomplishment of this qualification (see all Critical Outcomes above).

With guidance, illustrate the relationship between the knowledge, skills and attitudes acquired in studying towards the BA and those of the community at large (local and global).
 With guidance, make connections from theoretical knowledge to practical application in the real world.
 Use skills acquired in the BA that are valued in most jobs: imaginative intelligence, emotional maturity, effective communication skills, thoughtful accuracy and interpersonal sensitivity.
 Deal effectively with defined problems and tasks set them at university, on the job and in their personal contexts, by drawing upon the skills acquired from the BA (critical thinking, problem-solving, conflict resolution, etc.).
 Demonstrate a work ethic that shows responsibility and accountability towards the employer and the client or community.

- 7.2.5 The BA graduate can develop entrepreneurial opportunities by drawing on the various knowledge, skills and attitudes acquired in the accomplishment of this

qualification (see all Critical Outcomes, plus 4 above).

Create job opportunities in whatever situation they find themselves.

Have a realistic view of their own worth and value to contribute to their local community and global society.

Communicate that value to others in the real world (CV writing skills, oral communication skills, etc.).

Demonstrate a healthy self-esteem and confidence in their knowledge, skills and attitudes as required to complete the BA qualification.

Deal with defined situations with flexibility and adaptability.

7.3 Specific outcomes:

7.3.1 Collect, operate on, understand and communicate a body of knowledge effectively

Learning Outcome

Graduates can collect, operate on,

Range Statement

At Bachelor degree level graduates should have a well-rounded and systematic knowledge base in Religious Studies (understanding the terminology, rules, principles, concepts and theories); a detailed knowledge of some specialist areas; and an ability to map new knowledge into a given body of theory; and be able to think contextually and globally. The graduate possesses academic skills and competencies in information literacy (creative and critical thinking) to analyse and synthesise information and to have an ability to communicate information in well-structured arguments through presentation skills following prescribed formats and using technology effectively.

Performance indicators/assessment criteria

The graduate can:

- demonstrate a well-rounded and systematic knowledge base in Religious Studies
- find, acquire, evaluate, manage and use information in a range of media
- integrate information and map new knowledge into a given body of theory
- report on and justify information coherently and systematically, showing awareness of field-related classification systems and processes
- engage and interact with texts (oral and written) through listening/reading and inference skills
- demonstrate an understanding of the global context of Religious Studies
- relate learning gained from individual experience to knowledge encountered in an academic environment and vice versa
- relate learning from different contexts using present and future scenarios
- appreciate multicultural diversity and the complex and intercultural factors that contributes to notions of culture and cultural relationships
- interpret local conditions in relation to international conditions and vice versa.
- interpret the past and present trends in relation to the future within religious studies
- demonstrate the application of practical skills and techniques required in the application of knowledge in a professional context
- with guidance, distance themselves from knowledge in texts, reflect on it and

- take a critical position in relation to it
use language effectively to convey ideas and insights intelligibly and to achieve own purposes
- demonstrate the following subject specific criteria:
Explore and understand a variety of religions (RS 5.01 and RS 6.01-08)

7.3.2 Theoretical, analytical and systematic thinking and problem solving

Learning Outcome

Graduates will be effective problem solvers, capable of applying logical, critical and creative thinking to a range of problems.

Range Statement

At Bachelor degree level graduates should have an ability to deal with unfamiliar concrete and abstract problems and issues using evidence-based solutions and theory-driven arguments on a limited scope.

Performance indicators/assessment criteria

The graduate can:

- demonstrate an informed understanding of the terms, rules, concepts principles and theories of religious studies
- with limited guidance, analyse and reflect on the theory and practice of Religious Studies
- apply the principles and concepts underlying Religious Studies
- conceptualise unfamiliar problems, formulate a problem statement, and suggest appropriate solutions
- use appropriate procedures to collect, collate and analyse relevant information to make decisions
- work collaboratively and network to solve problems
- analyse how cultural issues affect problem solving solutions
- use appropriate evidence to solve problems
- apply past and present knowledge to address unfamiliar problems in Religious Studies
- with guidance, apply past and present knowledge to speculate on problems in future contexts

Demonstrate the following subject specific criteria:

- Analyse and critically consider theories of religion (RS 5.02-3 and RS 6.09-16)

7.3.3 Ethical action and social responsibility

Learning Outcome

Graduates will be encouraged to ethical action, social responsibility and lifelong learning

Range Statement

At Bachelor degree level graduates should demonstrate awareness of the social and ethical implications of applying knowledge to particular contexts

and the development of lifelong learning attributes.

Performance indicators/assessment criteria

The graduate can:

- participate in creating and sustaining a just and democratic society by questioning values, knowledge and culture, both own and others and recognising social justice issues relevant to Religious Studies
- use disciplinary- and interdisciplinary-based information related to particular problems (e.g. poverty, violence, racism, gender bias, community development, etc.)
- define social aspects (political, economic, legislative, sociological, environmental, etc) and their impact on life, work and study field context
- question values, knowledge and culture, both own and others
- identify problems or issues in Religious Studies.
- appreciate the importance of sustainable development
- demonstrate responsibility to the community through productivity, efficiency, innovation and cost-effectiveness
- act professionally and ethically in defined contexts
- take responsibility within own limits of competence
- exercise judgement commensurate with knowledge and experience
- negotiate, assert their own values and respect the values and contributions of others

Demonstrate the following subject specific criteria:

Reflect on the relationship between religion and issues of public concern. (RS 6.17-25)

7.3.4 Research skills

Learning Outcome

Graduates can use appropriate, basic research methodologies to access knowledge in Religious Studies

Range Statement

At Bachelor degree level graduates should effectively select and apply the essential procedures, operations and techniques of Religious Studies, and understand the central methods of enquiry in Religious Studies.

Performance indicators/assessment criteria

The graduate can:

- interrelate with people in small and large groups
- show empathy and understanding of the problems and contexts of others
- understand different methods of obtaining data and select the most appropriate for their purposes
- take responsibility to carry out agreed tasks (both as leader and supporter within a team)
- collect, analyse, organize and evaluate information and ideas from a variety of sources in various fields and specific disciplines towards the achievement of a given purpose

- with guidance, identify patterns in specific study fields in order to generalize from a specific context to more universal contexts/principles
- with guidance, take into account the elements of a system and the principles underlying the system

Demonstrate the following subject specific criteria:

- Use skills of enquiry and communication effectively (RS 5.04 and RS 6.26)

international comparability

A search on the Internet showed that the only qualifications that are in any way comparable to this is the Bachelor's degree described on the Australian Qualifications Framework.

Integrated assessment:

Learning and assessment are integrated. The term 'Integrated Assessment' implies that theoretical and practical components are assessed together. During integrated assessments, the assessor makes use of a range of formative and summative assessment tools methods and assesses combinations of practical, applied, foundational and reflective competencies.

Recognition of prior learning?

This qualification recognises:

- Formal prior learning
Students need matriculation exemption to register for the B.A. Students' prior accredited learning at tertiary level in relevant domains, which constitute credit-bearing units, is recognised.
Non-formal and informal prior experiential learning

8. Moderation options

- 8.1 Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with a relevant Education, Training, Quality, Assurance (ETQA) Body or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- 8.2 Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- 8.3 Moderation of assessment will be overseen by the relevant ETQA or by an ETQA that has a Memorandum of Understanding with the relevant ETQA, according to the ETQAs policies and guidelines for assessment and moderation.
- 8.4 Moderation must include both internal and external moderation of assessments at exit points of the qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual Unit Standards as well as in the exit level outcomes described in the qualification.

9. Criteria for registration of moderators

- 9.1 For an applicant to register as an assessor for this qualification, the applicant should: hold a similar qualification to this at NQF level 7 or above

be declared competent in all the outcomes of the National Assessor Unit
Standards as stipulated by South African Qualifications Authority (SAQA)



Established in terms of Act 58 of 1995

BACHELOR OF ARTS HONOURS: RELIGIOUS STUDIES

1. **Field:** NSB 07 (Human and Social Studies)
2. **Sub-field:** Religious and Ethical Foundations of Society
3. **Level:** 7
4. **Credits:** 120
5. **Issue Date:**
6. **Review Date:**

Purpose Of The Qualification

The primary purpose of the qualification is to provide Honours BA graduates with comprehensive and systematic knowledge, specialized skills and theoretical competence focusing on Religious Studies to prepare them for specialist training at an advanced level.

A second purpose of the qualification is to provide South Africa (and other countries) with graduates who have in-depth knowledge and the confidence to identify and define complex problems and to apply their skills in finding solutions to those problems, especially within unfamiliar contexts.

A third purpose of the qualification is to provide South Africa (and other countries) with people who can demonstrate thorough familiarity with a particular discipline or interdisciplinary framework and have the ability to perform independently as intellectual leaders in their society.

Learning assumed to be in place

Learners who register for this qualification are able to:

- learn from predominantly written material
- comprehensively communicate knowledge of the discipline/field of study
- take responsibility for their own progress within a specific area of study

7. Exit level outcomes

7.1 Critical Cross-Field Outcomes

All critical cross-field outcomes will be embedded appropriately in the modules, which constitute the programmes that lead up to the qualification. They will be assessed within the context of the programme.

7.1.1 Hons BA graduates can identify, analyse, formulate, and solve convergent and divergent problems of living, of individual and societal kinds, creatively and innovatively.

- Identify, analyse and solve complex and advanced abstract problems by drawing on their own experience and theoretical knowledge and on the experiential base of a single discipline or across interdisciplinary lines in the humanities;
- Use their knowledge and experience to offer informed suggestions, or to generate alternative strategies, for dealing with problems at a community, national, international and global level;
- Solve problems by generating alternative strategies for dealing with those problems;
- Critically evaluate various theoretical standpoints and compare them to their own views;
- Offer evidence in a variety of ways (from a theoretical knowledge base, from an experiential base, etc.) to support their stated views;
- Analyse the global, national and local community in terms of problems, needs and opportunities.

7.1.2 Hons BA graduates can work effectively with others as members and leaders of a team, group, organization, community and provide leadership to the group output in tasks growing out of the fields traditionally considered as the humanities

- use and propagate 'people skills' (respect, empathy, listening skills, etc.) in group situations
- demonstrate respect for the opinion of others through (written and/or oral) reporting without bias;
- demonstrate acceptance of diversity through (written and/or oral) reporting without bias;
- undertake projects of theoretical and/or practical nature to provide evidence of successful interaction with others;
- use advanced communication skills within the group; act as supportive followers and group participants;
- organize themselves and others into effective working groups; communicate the evidence of these group interactions through (written and/or oral) reporting.

7.1.3 Hons BA graduates can manage and organize their activities and life responsibility and effectively, including their studies and careers.

- Demonstrate the requisite theoretical skills and learning strategies; organize their study plans and engage in effective time management;
- Assess their own strengths and weaknesses and develop organizational strategies;
- Evolve strategies best suited to their personal situations and contexts;

- Think independently, and offer sustained theoretical evidence to support their decisions.

7.1.4 Hons BA graduates can collect, analyse, organize and critically evaluate information

- Demonstrate research skills within a discipline field of study;
- Use library and other resources effectively to suit the needs of the particular area of research;
- Integrate information from a variety of sources;
- Act responsibly as researchers and scholars (e.g. appropriate referencing, avoiding plagiarism etc);
- Follow relevant discipline-related conventions and guidelines to their academic and personal purposes;
- Critically evaluate theories, examples, experiences, etc.
- Argue appropriately within the relevant discourse community.

7.1.5 Hons BA graduates can communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation, in sustained discourse.

- Communicate their ideal logically and provide supporting evidence in a sustained manner;
- Evaluate conclusions and premises in academic arguments and produce sound arguments;
- a Use language competently, showing awareness of written (and/or) conventions relevant to the discipline;
- Use appropriate models of organization and presentation as required in the relevant discipline;
- Use statistics (where necessary) effectively in support of their ideas;
- Identify and illustrate discipline-specific jargon;
- Analyse, evaluate and critique the ideas of others.

7.1.6 Hons BA graduates can use science and technology effectively and critically, showing responsibility towards the environment and health and well being of others, in community, national and global contexts.

- o Demonstrate a responsible attitude towards scholarship and technology;
- a Use scientific methods of investigation, testing and evaluation;
- a Select technology to suit the needs of the individual or group; use natural resources in a sustainable way;
- Show respect for and a responsible/ethical attitude towards science and technology;
- o Show respect and openness towards the psychological, health and physical environment.

7.1.7 Hons BA graduates can demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation, and by acknowledging their responsibilities to those in the local and broader community.

- a Demonstrate their prior knowledge and experience as it is relevant to their discipline;
- Connect the abstract knowledge of theory to the reality of their individual

- contexts;
- Draw upon their prior knowledge (personal and abstract) and personal experience as appropriate when investigating and analysing the world around them;
- Look beyond and across traditional disciplinary boundaries for possible solutions.

7.2 Developmental:

In order to contribute to the full personal development of graduates and the social and economic development of the society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of the following developmental outcomes:

7.2.1 Hons BA graduates can reflect on and explore a variety of strategies to learn more effectively.

- Follow academic conventions regarding referencing and avoid plagiarism;
- Apply what they study in different contexts, both personal and public, real and simulated;
- Show evidence of advanced study and research skills (e.g. analysis and synthesis).

7.2.2 Hons BA graduates can participate as responsible citizens in the life of local, national and global communities.

- Display acceptance of diversity and other opinions;
- Show willingness to participate in or lead groups;
- Demonstrate willingness to take considered/informed risks;
- Apply what they know and study in culturally diverse contexts;
- Apply what they know and study at different levels, from personal to academic contexts.

7.2.3 Hons BA graduates can be culturally and aesthetically sensitive across a range of social contexts.

- Show awareness of cultural diversity
- Demonstrate awareness of their own culture and background; demonstrate acceptance of and the opinions of others;
- Use various skills to draw out the cultural accomplishments of others (e.g. listening skills, empathy, sympathy, open-mindedness, etc.)

7.2.4 Hons BA graduates can explore education and career opportunities by drawing on the various knowledge, skills and attitudes acquired in the accomplishment of this qualification.

- Illustrate the relationship between the knowledge, skills and attitudes acquired in studying towards the Hons BA and those of the community at large (local and global);
- Make connections from theoretical knowledge to practical allocation in the real world;
- Identify the Hons BA skills which are highly valued in the workplace, within the relevant discipline;
- Use the skills required for efficiency in most jobs: imaginative intelligence, emotional maturity, effective communication skills, thoughtful accuracy and

- interpersonal sensitivity;
- Deal effectively with unknown problems and tasks set them on the job, in the real world, by drawing upon skills from the Hons BA (critical thinking, problem-solving, resolution, etc.)
- Demonstrate a work ethic that shows responsibility and accountability towards the employer and the client or community.

7.2.5 Hons BA graduates can develop entrepreneurial opportunities by drawing on the various knowledge, skills and attitudes acquired in the accomplishment of these qualifications.

- Create job opportunities in whatever situation they find themselves;
- Have a realistic view of their own worth and value to contribute to their local community and global society;
- Communicate that value to others in the real world; demonstrate a healthy self-esteem and confidence in their knowledge, skills and attitudes as required to complete the Hons BA qualification;
- Deal with various unknown situations with flexibility and adaptability.

7.3 Specific Outcomes

7.3.1 Collect, understand and communicate a body of knowledge

Learning Outcome

Graduates can collect, operate on, and communicate information effectively.

Range Statement

At honours degree level postgraduates should have a comprehensive knowledge base in Religious Studies (critical understanding of the principles, concepts and theories); and a depth of knowledge in some specialist areas, informed by current developments in the field. At honours degree level postgraduates should possess advanced academic skills to identify information needs and retrieve information; critically analyse and synthesise quantitative and/or qualitative data; an ability to engage with journal articles, scholarly reviews and primary sources; and communicate information through presentation skills, using the full resources of an academic/professional discourse appropriately.

Performance indicators / assessment criteria

The Honours degree graduate can:

- Demonstrate a comprehensive knowledge base in Religious Studies
- Demonstrate a depth knowledge in some specialist areas
- Find, acquire, evaluate, manage and use information in a range of media
- Integrate information from different sources to achieve a given purpose
- Interact with texts (oral and written) through listening/reading and inference skills
- Demonstrate knowledge about current debates and developments in Religious Studies, locally and globally
- Distance themselves from knowledge in texts, reflect on it and take a critical position in relation to it
- Identify and explain the boundaries and limitations of Religious Studies

- Interpret information in relation to different contexts e.g. historical, cultural, socio-economic, sociological, legislative, etc.
- Use language effectively to convey ideas and insights intelligibly and to achieve own purposes
- Using academic discourse to present thinking and problem solving

7.3.2 Theoretical, analytical and systematic thinking and problem solving

Learning Outcome

Graduates will be effective problem solvers, capable of applying logical, critical and creative thinking to a range of problems.

Range Statement

At honours degree level a postgraduate should have an ability to deal with unfamiliar concrete and abstract problems and issues using evidence-based solutions and theory-driven arguments.

Performance indicators / assessment criteria:

The Honours degree graduate is able to:

- Demonstrate an informed and critical understanding of the principles and theories of Religious Studies
- Identify critical issues in Religious Studies
- Conceptualise problems and formulate a range of solutions
- Collect, collate and analyse relevant information to make decisions
- Analyse how cultural issues affect actions in given contexts
- Use appropriate theories to base arguments and evidence
- Apply past and present knowledge to speculate on problems in future contexts.

7.3.3 Ethical action and social responsibility

Learning Outcome

Graduates will be encouraged to ethical action, social responsibility and lifelong learning

Range Statement

At honours degree level postgraduates should demonstrate understanding of the social and ethical implications of applying knowledge to particular contexts and the development of lifelong learning attributes.

Performance indicators / assessment criteria

The Honours degree graduate can:

- Participate in creating and sustaining a just and democratic society by questioning values, knowledge and culture, both own and other and recognising social justice issues relevant to Religious Studies
- Evaluate social aspects (political, economic, legislative, sociological,

- environmental etc.) and their impact on life, work and study field context
- Appreciate the importance of sustainable development
- Demonstrate responsibility to the community through productivity, efficiency, innovation and cost-effectiveness
- Act professionally and ethically in defined contexts
- Do self-evaluation and take responsibility within own limits of competence
- Exercise judgement commensurate with knowledge and experience.

7.3.4 Research skills

Learning outcome

Graduates can use appropriate, basic research methodologies to access knowledge in Religious Studies.

Range Statement

At honours degree level postgraduates should effectively select and apply Religious Studies' basic methods of enquiry, research and technology. This level does **not** involve new knowledge creation.

Performance indicators / assessment criteria

The Honours degree graduate is able to:

- Compare various methods of obtaining data and select the most appropriate for their purposes
- Collect, analyse, organize and evaluate information and ideas from a variety of sources in various fields and specific disciplines towards the achievement of a given purpose
- Apply past and present knowledge to address issues in Religious Studies
- Identify patterns in Religious Studies in order to generalize from a specific context to more universal contexts / principles
- With limited guidance, take into account the elements of a system and the principles underlying the system.

8. Integrated assessment:

Learning and assessment are integrated. The term 'Integrated Assessment' implies that theoretical and practical components are assessed together. During integrated assessments, the assessor makes use of a range of **formative** and summative assessment tools methods and assesses combinations of practical, applied, foundational and reflective competencies.

9. International comparability

A search on the Internet showed that the only qualifications that are in any way comparable to this is the Bachelor's (honours) degree described in the Australian Qualifications Framework.

10. Recognition of prior learning:

This qualification recognises:

Formal prior learning:

- Students need a BA degree to register for the Hons BA. Students'
- Prior accredited learning at tertiary level in relevant domains which constitute credit-bearing units is recognised
Non-formal and informal prior experiential learning
- Students will be given RPL for individual modules if they can produce a portfolio of evidence or undergo any other recognised means of assessment that shows that they meet the outcomes and associated assessment criteria specified for that module.

11. Moderation options

- 11.1** Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with a relevant Education, Training, Quality Assurance (ETQA) Body or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- 11.2** Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- 11.3** Moderation of assessment will be overseen by the relevant ETQA or by an ETQA that has a Memorandum of Understanding with relevant ETQA, according to the ETQAs policies and guidelines for assessment and moderation.
- 11.4** Moderation must include both internal and external moderation of assessments at exit points of the qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual Unit Standards as well as in the exit level outcomes described in the qualification.

12. Criteria for registration of moderators

- 12.1** For an applicant to register as an assessor for this qualification, the applicant should:

- * hold a similar qualification to this at NQF Level 8
- * be declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by South African Qualifications Authority (SAQA).



MASTER OF ARTS: RELIGIOUS STUDIES

1. **Field:** NSB 07 (Human and Social Studies)
2. **Sub-field:** Religious and Ethical Foundations of Society
3. **Level:** 8
4. **Credits:** 180
5. **Issue Date:**
6. **Review Date:**

Purpose of the Qualification

The primary purpose of the qualification is to enable graduates to become specialists in a particular discipline or within an interdisciplinary framework by gaining in-depth knowledge in a complex area of study.

A second purpose of the qualification is to provide South Africa (and other countries) with graduates who can synthesize information autonomously in specialized fields of study in order to provide leaders who can handle contradictions and evaluate highly complex problems independently.

A third purpose of the qualification is to provide South Africa (and other countries) with people who can demonstrate specialized leadership, self-reflexivity and adaptability.

Learning assumed to be in place

Learners who register for this qualification are capable of:

- use a variety of sources, for example published, documentary and oral.
 - take responsibility for their own progress communicate ideas in sophisticated language and in sustained, coherent and logical discourse.
-

Exit Level Outcomes

7.1 Critical Cross-Field Outcomes:

7.1.1 MA graduates can identify, analyse, formulate, and solve convergent and divergent problems of living, of individual and societal kinds, creatively and innovatively.

- identify, analyse and solve complex and advanced abstract problems by drawing on their own experience as well as theoretical knowledge within Religious Studies or within an interdisciplinary framework;
- use their knowledge and expertise to resolve abstract problems that expand or reconfigure existing knowledge.

7.1.2 MA graduates can work effectively with others as a leader of a team, group, organisation, community, and provide leadership to the group output in tasks growing out of the fields traditionally considered as the Humanities.

- a use and propagate 'people skills' (respect, empathy, listening skills, etc.) in group situations;
- a demonstrate respect for the opinion of others through (written and/or oral) reporting without bias;
- demonstrate acceptance of diversity through (written and/or oral) reporting without bias;
- a direct projects and successfully interact with others:
- use effective leadership skills within the group:
- a organise others into effective working groups;
- communicate the evidence of these group interactions through (written and/or oral) reporting.

7.1.3 MA graduates can manage and organise the activities of selves and others responsibly and effectively.

- demonstrate the requisite theoretical skills and learning strategies at an advanced level;
- organise their study plans and engage in effective time management.
- a assess their own strengths and weaknesses and develop organisational strategies;
- a evolve strategies best suited to their own and others' situations and contexts;
- a think independently and offer sustained theoretical evidence to support their decisions.

7.1.4 MA graduates can collect, analyse, organise and critically evaluate information at an advanced and specialised level as required in the pursuit of the **M.A.**

- a use the full range of library and other resources at an advanced level.
- a integrate complex and specialised information from a variety of sources:
- a act responsibly as researchers and scholars (e.g., appropriate and accurate referencing, avoiding plagiarism, etc.);
- use relevant conventions and guidelines to their academic and personal purposes;
- a critically analyse and generate evaluation and synthesis of information and concepts at an abstract level;
- a suggest complex and advanced arguments within a major research area.

- 7.1.5 **MA** graduates can communicate effectively using visual, mathematical and/ or language skills in the modes of oral and/ or written presentation, in sustained discourse.
- a communicate their ideas lucidly and coherently and provide supporting evidence in a sustained manner;
 - a generate ideas at a complex level as well as use the ideas **of** others in support **of** their own (without plagiarism, etc.);
 - evaluate conclusions and premises in their own research;
 - a use language competently in written (and/or oral) conventions relevant to the discipline.
- 7.1.6 **MA** graduates can use science and technology effectively and critically, showing responsibility towards the environment and health and well being **of** others, in community, national and global contexts.
- a demonstrate a responsible attitude towards scholarship and technology;
 - a use scientific methods of investigation, testing and evaluation; s
 - a elect technology to suit the needs **of** the individual or group.
 - a use natural resources in a sustainable way;
 - a show respect for and a responsible/ethical attitude towards science and technology;
 - a show respect and openness towards the psychological, health and physical environment of others.
- 7.1.7 **MA** graduates can demonstrate an understanding **of** the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation, and by acknowledging their responsibilities to those in the local and broader community.
- a demonstrate their prior knowledge and experience as it is relevant to their discipline or field **of** study; connect the abstract knowledge **of** theory to the reality of their individual contexts;
 - a draw upon their prior knowledge (personal and abstract) and personal experience as appropriate when investigating and analysing the world around them;
 - a look beyond and across traditional disciplinary boundaries for possible solutions and connections;
 - a demonstrate comprehensive knowledge **of** a discipline or an interdisciplinary field.

7.2 Developmental Outcomes:

- 7.2.1 **MA** graduates can reflect on and explore a variety of strategies to learn more effectively.
- a apply what they study in different contexts, both personal and public, real and simulated;
 - a show evidence of advanced study and research skills, selection, analysis and evaluation;
 - a develop independent thinking.

7.2.2 MA graduates can play a leading role as a responsible citizen in the life of local, national and global communities.

- manage diversity and use appropriate conflict-resolution skills;
- lead groups within limits of own competence; apply what they know and study in culturally diverse contexts;
- apply what they know and study at different levels, from personal to academic contexts;
- promote equity.

7.2.3 MA graduates can be culturally and aesthetically sensitive across a range of social contexts.

- assess impact of cultural diversity in a variety of fields;
- use various skills to draw out the cultural accomplishments of others (e.g., listening skills, empathy, sympathy open-mindedness, etc.);
- demonstrate the ability to analyse and assess aesthetic criteria in literary and other texts.

7.2.4 MA graduates can explore education and career opportunities by drawing on the various knowledge, skills and attitudes acquired in the accomplishment of this qualification.

- use the knowledge, skills and attitudes acquired in studying towards the M.A. in the service of the community at large (local and global).
- practically apply their knowledge in the real world;
- identify the M.A. skills which are highly valued in the workplace within the relevant discipline;
- use the skills required for efficiency in most jobs: imaginative intelligence, emotional maturity, effective communication skills, thoughtful accuracy and interpersonal sensitivity;
- deal effectively with unknown problems and tasks set them on the job, in the real world, by drawing upon the skills from the M.A. (critical thinking, problem-solving, conflict resolution, etc.);
- demonstrate a work ethic that shows responsibility and accountability towards the employer and the client and community.

7.2.5 MA graduates can develop entrepreneurial opportunities by drawing on the various knowledge, skills and attitudes acquired in the accomplishment of this qualification.

- create job opportunities in whatever situation they find themselves.
- have a realistic view of their own value to contribute to their local community and global society;
- communicate that value to others;
- demonstrate a healthy self-esteem and confidence in their knowledge, skills and attitudes as required to complete the M.A. qualification;
- deal with various unknown situations with flexibility and adaptability.

7.3 Specific outcomes

7.3.1 Collect, understand and communicate a body of knowledge

Learning Outcome

Graduates can collect, operate on, and communicate information effectively.

Range Statement

At Master's degree level postgraduates should have a comprehensive and systematic knowledge base in Religious Studies and a depth of knowledge in some areas of specialisation; a coherent and critical understanding of the principles and theories and an ability to critique current research and advanced scholarship in an area of specialisation; an ability to make sound theoretical judgements based on evidence and an ability to think epistemologically; an ability to efficiently and effectively retrieve and process information; be able to critically analyse, synthesise and judge quantitative and/or qualitative data; have an ability to engage with current research and scholarly or professional literature in Religious Studies, and be able to present and communicate academic/professional work effectively by using a range of different genres to cater for a range of audiences.

Performance indicators/assessment criteria

The Master's degree graduate can:

- Demonstrate a comprehensive and systematic knowledge with depth based in Religious Studies
- Demonstrate a coherent and critical understanding of principles and theories
- Engage with current research and scholarly or professional literature
- Identify, find, acquire, evaluate, manage and process information in a range of media using technology effectively
- Integrate information from different sources to achieve a given purpose
- Demonstrate the ability to critique current research
- Demonstrate advanced scholarship
- Demonstrate the ability to make sound judgements based on evidence
- Think epistemologically
- Distance themselves from knowledge in texts, reflect on it, independently evaluate the qualitative and quantitative data and take a critical position in relation to it
- Showing an understanding of audiences using a range of different genres appropriate to the context

7.3.2 Theoretical, analytical and systematic thinking and problem solving

Learning Outcome

Graduates will be effective problem solvers, capable of applying logical, critical and creative thinking to a range of problems.

Range Statement

Master's degree graduates will be effective problem solvers, capable of

applying logical, critical and creative thinking to a range of problems.

Performance indicators/assessment criteria

The Master's degree graduate can:

- Identify critical issues in the area of specialisation in the discipline/study field/ professional area
- Analyse and synthesize variable, complex and specialized information to show its relevance to the area of research
- Conceptualise complex and or real life problems and formulate hypothesis
- Formulate evidence-based solutions
- Collect, collate and analyse relevant information, demonstrate the ability to develop a logical argument to base decisions on
- demonstrate critical acumen, independence and insight
- analyse the influence of cultural and historic issues on the area of specialisation
- apply past and present knowledge to speculate on problems in future contexts
- use appropriate theories to base arguments and evidence and the application of theory to practice
- reflect a global perspective

7.3.3 Ethical action and social responsibility

Learning Outcome

Graduates will be encouraged to ethical action, social responsibility and lifelong learning

Range Statement

At Master's degree level graduates should demonstrate a capacity to manage tasks professionally and ethically and take responsibility for continuing academic or professional development.

Performance indicators/assessment criteria

The Master's degree graduate can:

- participate in creating and sustaining a just and democratic society by questioning values knowledge and culture, both own and others and recognising social justice issues relevant to Religious Studies
- explore social aspects (political, economic, legislative, sociological, environmental, etc) and their impact on life, work and particular area of specialisation and take a stand with self-confidence and responsibility
- interpret relationships between social and cultural situations and between culture and aesthetics situations
- promote the importance of sustainable development
- demonstrate personal responsibility to the community through innovation that leads to productivity, efficiency and cost-effectiveness
- demonstrate accountability for own output and group output
- act professionally and ethically in all contexts
- take responsibility within own limits of competence
- exercise judgement commensurate with knowledge and experience

- demonstrate a willingness to learn independently for continuing academic or professional development

7.3.4 Research skills

Learning Outcome

Graduates can use appropriate, basic research methodologies to access knowledge in Religious Studies

Range Statement

At Master's degree level graduates should be thoroughly conversed with a range of research methods, techniques and advanced technical knowledge and have an ability to select these appropriately for a particular research problem in an area of specialisation and effectively apply the principles of sound research practices.

Performance indicators/assessment criteria

The Master's degree graduates:

- are thoroughly conversed with a range of research methods, techniques and advanced technical knowledge;
- have an ability to select these appropriately for a particular research problem in an area of specialisation and effectively apply the principles of sound research practices.
- operate in complex, ill-defined contexts within the discipline/subject field/profession
- manage learning tasks autonomously
- negotiate, assert own values and respect the values of team members
- appreciate multicultural diversity and the complex and intercultural factors that contributes to notions of culture and cultural relationships
- exercise self-evaluation, team-evaluation and project-evaluation

International comparability

A search on the Internet showed that the only qualifications that are in any way comparable to this is the Master's degree described on the Australian Qualifications Framework.

Integrated assessment

Learning and assessment are integrated. The term 'Integrated Assessment' implies that theoretical and practical components are assessed together. During integrated assessments, the assessor makes use of a range of formative and summative assessment tools methods and assesses combinations of practical, applied, foundational and reflective competencies.

Recognition of prior learning:

This qualification recognises

- formal prior learning
- Students need a BA Hons or equivalent. - Students' prior accredited learning

at tertiary level in relevant domains which constitute credit-bearing units is recognised non-formal and informal prior experiential learning

- Students will be given RPL if they can produce a portfolio of evidence or undergo any other recognised means of assessment that shows that they meet the outcomes and associated assessment criteria specified.

11 Moderation

- 11.1** Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with a relevant Education, Training, Quality, Assurance (ETQA) Body or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- 11.2** Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- 11.3** Moderation of assessment will be overseen by the relevant ETQA or by an ETQA that has a Memorandum of Understanding with the relevant ETQA, according to the ETQA's policies and guidelines for assessment and moderation.
- 11.4** Moderation must include both internal and external moderation of assessments at exit points of the qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual Unit Standards as well as in the exit level outcomes described in the qualification.

12 Criteria for registration of moderators

- 12.1** For an applicant to register as an assessor for this qualification, the applicant should:
 - hold a similar qualification to this at NQF level 8
 - be declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by South African Qualifications Authority (SAQA)



DOCTOR OF PHILOSOPHY: RELIGIOUS STUDIES

1. Field: **NSB 07 (Human and Social Studies)**
2. Sub-field: **Religious and Ethical Foundations of Society**
3. Level: **8**
4. Credits: **360**
5. Issue Date:
6. Review Date:

Purpose of the Qualification

The primary purpose of the qualification is to create leading practitioners who are capable of advancing knowledge in and providing an original contribution to a particular discipline or specialised field of study or within an interdisciplinary framework.

A second purpose of the qualification is to provide South Africa (and other countries) with leaders who can identify original problems that can expand or redefine existing knowledge and design new creative systems based on sound principles.

A third purpose of the qualification is to provide South Africa (and other countries) with intellectual leaders who can demonstrate high levels of self and group reflexivity by adapting to dynamic and changing circumstances, and creatively challenge existing configurations of knowledge.

Learning assumed to be in place

Learners who register for this Qualification are able to:

- Responsibly pursue independent research.
- Communicate effectively within an academic context.
- Use the full range of library and other resources at an advanced level;
- Integrate complex and specialized information from a variety of sources;
- Act responsibly as researchers and scholars (e.g., appropriate and accurate referencing, avoiding plagiarism, etc.);
- Show awareness of the conventions of scholarship in the discipline under study;
- Demonstrate awareness of relevant conventions and guidelines to their academic

and personal purposes;
Communicate their ideas lucidly and coherently and provide supporting evidence in a sustained manner.

7. Exit level outcomes

7.1 Critical Cross-Field Outcomes:

All critical cross-field outcomes will be embedded appropriately in the qualification. They will be assessed within the context of the programmes

7.1.1 Identify, analyse, formulate, and solve highly complex problems of living, of individual and societal kinds, creatively, autonomously and innovatively with a level of expertise beyond that of the MA.

- identify, analyse and solve complex and highly advanced abstract problems by drawing on their own experience as well as theoretical knowledge within a major discipline or field of study.
use their knowledge and expertise to resolve problems that expand or reconfigure existing knowledge.
contribute to solving problems in a specific research area in a unique way.

7.1.2 Effectively lead a team, group, organization, community, and direct group output in tasks growing out of the fields traditionally considered as the humanities.

Show evidence of 'people skills' (respect, empathy, listening skills, etc.) in group situations;
demonstrate respect for the opinion of others through (written and/or oral) reporting without bias;
demonstrate acceptance of diversity through (written and/or oral) reporting without bias;
direct projects and successfully interact with others.
effectively lead the group; organize others into effective working groups;
communicate the evidence of these group interactions through (written and/or oral) reporting.

7.1.3 Manage and organize the activities of others responsibly and effectively.

- demonstrate the requisite theoretical skills and learning strategies at an advanced level;
organize their study plans and engage in effective time management:
evolve strategies best suited to their own and others' situations and contexts;
think independently and offer sustained theoretical evidence to support their decisions;
assess their own strengths and weaknesses and develop organizational strategies.

7.1.4 Collect, analyse, organize and critically evaluate information at a highly advanced and highly specialized level.

critically analyse and generate evaluation and synthesis of information and concepts at an abstract level;

- suggest complex and advanced arguments within a major research area.

7.1.5 Communicate effectively using visual, mathematical and/ or language skills in the modes of oral and/ or written presentation, in sustained discourse.

- generate ideas at a complex level as well as use the ideas of others in support of their own (without plagiarism, etc.)
- evaluate conclusions and premises in their own research.
- use language competently in written (and/or oral) conventions relevant to the discipline.

7.1.6 Use science and technology effectively and critically, showing responsibility towards the environment and health and well-being of others, in community, national and global contexts.

- use scientific methods of investigation, testing and evaluation; select technology to suit the needs of the individual or group.
- use natural resources in a sustainable way;
- show respect for and a responsible attitude towards science and technology: demonstrate a consideration of the ethics involved in science and technology issues;
- show respect and openness towards the psychological, health and physical environment of others.

7.1.7 Demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation, and by acknowledging their responsibilities to those in the local and broader community.

demonstrate their prior knowledge and experience as it is relevant to their discipline or field of study;
connect the abstract knowledge of theory to the reality of their individual contexts;
draw upon their prior knowledge (personal and abstract) and personal experience as appropriate when investigating and analysing the world around them;
look beyond and across traditional disciplinary boundaries for possible solutions.
demonstrate comprehensive knowledge of a research discipline or study area and relate it to own research.

7.2 Developmental Outcomes:

In order to contribute to the full personal development of graduates and the social and economic development of society at large, it must be the intention underlying any programme of learning to make individuals aware of the importance of the following developmental outcomes:

7.2.1 D Litt et Phil graduates can produce a variety of strategies to learn more effectively.

Learning strategies are assumed to be in place at this level.

7.2.2 D Litt et Phil graduates can play a leading role as responsible citizens in the life of local, national and global communities.

manage diversity and promote respect and equity;
lead groups; apply what they know and study in culturally diverse contexts;
apply what they know and study at different levels, from personal to academic contexts.

use the knowledge, skills and attitudes acquired in studying towards the D Litt et Phil in the service of the community at large (local and global);

- 7.2.3 D Litt et Phil graduates can promote cultural and aesthetic sensitivity across a range of social contexts.

show awareness of cultural diversity; demonstrate acceptance of diversity and the opinions of others:

use various skills to draw out the cultural accomplishments of others (e.g., listening skills, empathy, sympathy open-mindedness, etc.);

- 7.2.4 D Litt et Phil graduates can use the educational and career opportunities acquired in the accomplishment of this qualification.

practically apply their knowledge in the real world;
identify the D Litt et Phil skills which are highly valued in the workplace within the relevant discipline;

use the skills required for efficiency in most jobs: imaginative intelligence, emotional maturity, effective communication skills, thoughtful accuracy and interpersonal sensitivity;

deal effectively with unknown problems and tasks set them on the job by drawing upon the skills from the D Litt et Phil (critical thinking, problem-solving, conflict resolution, etc.);

demonstrate a work ethic that shows responsibility and accountability towards the employer and the client or community.

- 7.2.5 D Litt et Phil graduates can develop entrepreneurial opportunities by drawing on the various knowledge, skills and attitudes acquired in the accomplishment of this qualification.

create job opportunities in whatever situation they find themselves;

have a realistic view of their own worth to contribute to their local community and global society;

communicate that value to others;

demonstrate a healthy self-esteem and confidence in their knowledge, skills and attitudes as required to complete the DLitt et Phil qualification;

deal with various unknown situations with flexibility and adaptability.

7.3 Specific Outcomes

7.3.1 Collect, understand and communicate a body of knowledge

Learning Outcome

Graduates can collect, operate on, and communicate information effectively.

Range Statement

Original research is undertaken resulting in a significant contribution to knowledge and understanding and/or the application of knowledge within Religious Studies. A substantial and well-ordered thesis should demonstrate

the relationship of the research to the broader framework of the discipline or study field.

Performance indicators/assessment criteria

The Doctoral degree graduate can:

- identify, analyse and solve complex and highly advanced abstract problems by drawing on their own experience as well as theoretical knowledge within Religious Studies
- use their knowledge and expertise to resolve problems that expand or reconfigure existing knowledge.
- contribute to solving problems in a specific research area in a unique way.
- communicate effectively the contents of the discipline and the results of the research
- expand, redefine and reconfigure existing knowledge within the broader context of Religious Studies;
- show that their theses/research projects can be recognised as original contributions by experts in the field;
- produce a thesis which is publishable entirely or in part

7.3.2 Theoretical, analytical and systematic thinking and problem solving

Learning Outcome

Graduates will be effective problem solvers, capable of applying logical, critical and creative thinking to a range of problems.

Range Statement

Engage in highly advanced critical thinking and creative problem solving within a focussed research context

Performance indicators/Assessment criteria:

- critically analyse and generate evaluation and synthesis of information and concepts at an abstract level;
- suggest complex and advanced arguments within a major research area.
- achieve a high degree of abstraction when analysing and synthesizing information within an area of research;
- attain a high level of epistemological sophistication when reflecting on information within an area of research;
- make sound evaluations on the basis of independently generated criteria;
- autonomously analyse, synthesize and evaluate information;
- design new creative systems based on sound principles.
- document problem statements and aims and objectives, research designs or plans, modus operandi, results and conclusions in an academically respectable and acceptable manner;
- analyse data and apply theory to practice
- show critical acumen in evaluating sources, specifically primary material;
- develop a logical argument;
- display expert, innovative thought
- generate ideas at a complex level as well as use the ideas of others in support of their own (without plagiarism, etc.)
- evaluate conclusions and premises in their own research.
- use language competently in written (and/or oral) conventions relevant to the

discipline.

7.3.3 Ethical action and social responsibility

Learning Outcome

Graduates will be encouraged to ethical action, social responsibility and lifelong learning

Range Statement

At Doctoral degree level graduates should demonstrate a capacity to manage tasks professionally and ethically and take responsibility for continuing academic or professional development.

Performance indicators/assessment criteria

- demonstrate a consideration of the ethics involved in science and technology issues:
- show respect and openness towards the psychological, health and physical environment of others.
- manage diversity and promote respect and equity;
- apply what they know and study in culturally diverse contexts:
- use the knowledge, skills and attitudes acquired in studying towards the D Litt et Phil in the service of the community at large (local and global):
- demonstrate acceptance of diversity and the opinions of others:
- demonstrate a work ethic that shows responsibility and accountability towards the employer and the client or community.
- deal with various unknown situations with flexibility and adaptability.
- participate in creating and sustaining a just and democratic society by questioning values, knowledge and culture, both own and others and recognising social justice issues relevant to Religious Studies
- explore social aspects (political, economic, legislative, sociological, environmental, etc) and their impact on life, work and particular area of
- specialisation and take a stand with self-confidence and responsibility
- interpret relationships between social and cultural situations and between culture and aesthetics situations
- demonstrate personal responsibility to the community through innovation that leads to productivity, efficiency and cost-effectiveness
- demonstrate accountability for own output and group output
- act professionally and ethically in all contexts
- take responsibility within own limits of competence
- exercise judgement commensurate with knowledge and experience
- demonstrate a willingness to learn independently for continuing academic or professional development

7.3.4 Research skills

Learning Outcome

Graduates can apply principles of sound research practice in collecting, organising and critically evaluating information.

Range Statement

Apply principles of sound research practice in collecting, organising and critically evaluating information. Show evidence of 'people skills' (acceptance of diversity, empathy, listening skills, etc.) in group situations: demonstrate

respect for the opinion of others through (written and/or oral) reporting without bias; demonstrate acceptance of diversity through (written and/or oral) reporting without bias; direct projects and successfully interact with others. effectively lead the group; organize others into effective working groups; communicate the evidence of these group interactions through (written and/or oral) reporting.

Performance indicators/assessment criteria

- demonstrate the requisite theoretical skills and learning strategies at an advanced level;
- organize their study plans and engage in effective time management;
- evolve strategies best suited to their own and others' situations and contexts;
- think independently and offer sustained theoretical evidence to support their decisions;
- assess their own strengths and weaknesses and develop organizational strategies.
- use scientific methods of investigation, testing and evaluation;
- select technology to suit the needs of the individual or group.
- show respect for and a responsible attitude towards science and technology;
- connect the abstract knowledge of theory to the reality of their individual contexts;
- draw upon their prior knowledge (personal and abstract) and personal experience as appropriate when investigating and analysing the world around them;
- look beyond and across traditional disciplinary boundaries for possible solutions.
- demonstrate comprehensive knowledge of a research discipline or study area and relate it to own research.
- present material clearly and systematically;
- argue logically in order to support their findings;
- document research with accuracy;
- use a systematic and consistent approach to technical issues such as the layout of the dissertation or other required project.

8 International comparability

A search on the Internet showed that the only qualifications that are in any way comparable to this is the Master's degree described on the Australian Qualifications Framework.

9 Integrated assessment

Learning and assessment are integrated. The term 'Integrated Assessment' implies that theoretical and practical components are assessed together. During integrated assessments, the assessor makes use of a range of formative and summative assessment tools methods and assesses combinations of practical, applied, foundational and reflective competencies.

10 Recognition of prior learning:

This qualification recognises formal prior learning

- Students need a MA or equivalent.
- Students' prior accredited learning at tertiary level in relevant domains which constitute credit-bearing units is recognised non-formal and informal prior experiential learning

10 Moderation

- 11.1 Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with a relevant Education, Training, Quality, Assurance (ETQA) Body or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- 11.2 Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- 11.3 Moderation of assessment will be overseen by the relevant ETQA or by an ETQA that has a Memorandum of Understanding with the relevant ETQA, according to the ETQA's policies and guidelines for assessment and moderation.
- 11.4 Moderation must include both internal and external moderation of assessments at exit points of the qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual Unit Standards as well as in the exit level outcomes described in the qualification.

11 Criteria for registration of moderators

- 12.1 For an applicant to register as an assessor for this qualification, the applicant should:
 - s* hold a similar qualification to this at NQF level 8
 - be declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by South African Qualifications Authority (SAQA)