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SOUTH
AFRICAN
QUALIFICATIONS
AUTHORITY

Established in terms of Act 58 of 1995

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

Christian Theology and Ministry

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

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualifications unit standards upon which qualifications are based. The qualifications and unit standards can be accessed via the SAQA web-site at **www.saqa.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 qualifications and unit standards should reach SAQA at the address ***below and no later than 28 November 2004.*** All correspondence should be marked **Standards Setting ▪ SGB Christian Theology and Ministry** and addressed to

> The Director: Standards Setting and Development
> SAQA
> ***Attention: Mr. D** Mphuthing*
> Postnet Suite 248
> Private Bag **X06**
> Waterkloof
> 0145
> or faxed to 012 ▪ 431-5144
> e-mail dmphuthing@saqa.co.za

JOE SAMUELS
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH
AFRICAN
QUALIFICATIONS
AUTHORITY

Established in terms of Act 58 of 1995

Bachelor of Theology (BTh) - Level 6

NQF Level: 6

Credits: 360 minimum

Field: Human and Social Studies

Sub-field: Religious and Ethical Foundations of Society

Issue date:

Review date:

Purpose of Qualification

The purpose of programmes leading to this Qualification *is* to deliver learners who can critically apply focused analysis, knowledge and skills in the service and leadership - both lay and ordained - of Christian communities, community organisations and society. This interdisciplinary Qualification produces life-long theological learners who are equipped to raise and debate current issues in African and international contexts. The Qualification also seeks to enable learners develop, clarify and articulate a value system from a Christian perspective. This Qualification is intended to conscientise learners with respect to issues of justice such as gender, social disparity, disability and the environment, and enable them to develop transformative communities, and contribute to the development of the society as a whole.

Learners who achieve this Qualification can, with a strong measure of independence:

- o Interpret, integrate and apply Christian sources in context

- o Understand their communities, in the light of the history of Christianity, and position themselves responsibly in their contexts

- • Analyse information critically and articulate and communicate effectively

- • Evaluate and apply Christian theology and ethics personally and in community

- Practise and evaluate ministries in the church

- Initiate and develop Christian ministry in the wider community

Rationale:

The majority of candidates for this Qualification are likely to be working in churches, para-church and community organisations. The Qualification will give them the opportunity to integrate knowledge of the Christian faith with essential skills to minister to and lead Christian communities and contribute to the development and transformation of the broader society, as well as develop the values of such leadership. Candidates who wish to gain an understanding of the Christian faith and to develop their own spirituality will also benefit from this Qualification. Some learners will continue after this first degree with post-graduate studies, which may be required for a professional Qualification by some faith communities.

Articulation:

The BTh articulates upwards to Honours Qualifications at **NQF** level 7 (which in turn articulates upwards to Masters (MTh) and Doctorate Qualifications).

Learning assumed to be in place:

Learners who *register for this Qualification can:*

- read and write at an advanced level in the language in which the provider offers the Qualification

- learn from written study material:
- formulate their own viewpoints in writing;
- organise and process new information and viewpoints that they encounter;
- with guided support, take responsibility for their own intellectual progress.

Access to the Qualification:

This Qualification recognises:

- *formal **prior** learning*
Learners' prior accredited learning at secondary level (matriculation certificate) is recognised. Mature age exemption may also be recognised. Prior accredited learning at tertiary level that constitutes credits-bearing units is also recognised, in particular certificates and diplomas obtained at various accredited theological institutions.

- *non-formal and informal prior experiential learning*

Learners will be given recognition of prior learning (RPL) if they can produce a portfolio of evidence to show that they meet the outcomes and associated assessment criteria of specific modules or unit standards thus obtaining the relevant credits according to the assessment of the provider.

Exit level outcomes and Assessment criteria:

The following Exit Level Outcomes may be obtained either by means of specified Unit Standards registered on the NQF at Levels 5, 6 or 7, or by completing the whole B Th Qualification at an institution registered for this purpose by the Department of Education. The outcomes of the individual Unit Standards are enabling outcomes that collectively amount to the attainment of the Exit Level outcomes of the Qualification. It should be noted that the Unit Standard credits may satisfy more than one Exit Level Outcome (as set out, for example, in the Unit descriptors of the Unit Standards registered by the NQF and as shown in the lists of Unit Standards in the Annexures). Higher education institutions which opt to assess the learners' attainment of the Exit Level Outcomes by means of the whole degree are not required to use the Unit Standards provided that they offer the following balance of credits in fields and competencies. This credit weighting applies also to the overall of Unit Standard Fundamental, Core and Elective credits.

FUNDAMENTAL (10 credits)

A Study Skills and Language component such as the Unit Standard: 'Access, interpret, and apply information in theological contexts'

CORE (182 credits)
Systematic Theology 24 credits
Theological Ethics 24 credits
Biblical Studies 48 credits
History of Christianity 24 credits
Practical Theology 24 credits
Study of Other Religions 12 credits
Church and Social Transformation 12 credits
Language 14 credits

THEOLOGICAL ELECTIVES (84 credits)

A further 84 credits must be obtained from Electives in Christian Theology and Ministry

THEOLOGICAL OR NON-THEOLOGICAL ELECTIVES (84 credits)

A further 84 credits must be obtained either from Electives in Christian Theology and Ministry or in other disciplines (usually cognate disciplines such as Psychology, Sociology, Philosophy, Hellenistic Greek or Hebrew).

Note: *The Bachelor of Theology should be regarded as an interdisciplinary professional degree. Certain of the Exit Level Outcomes core requirements specify credits in non-fheological fields, such as language and other religions. In addition, provision is made for non-theological electives up to **84** credits.*

Exit Level Outcomes	Integrative Assessment Criteria	Implied competence and range. Critical evidence for assessment purposes imply an ability to:
1. Identify and distinguish basic concepts and theories with regard to Theology as a human and social science.	• Demonstrate critical insight into the various viewpoints related to theological issues	• Approach theological issues in a valid and accountable way, appropriate to the human and social sciences

This Exit Outcome could be achieved either as part of a whole Qualification (12 credits in Systematic Theology), or through competence in a selection of the following Unit Standards:
Core: *Analyse and apply key Christian teachings in context (12 credits)*
Electives:
Conduct a prescribed course for enquirers which promotes Christian belief and discipleship
Describe the theology and practice of Baptism, Eucharist and Ministry and hence the Church's role in society
Design a contextually relevant model of the Church based on other accepted models of the Church in Christian theology
Evaluate and understand views of the end-times in order to develop an appropriately goal-oriented Christian life
Explain and communicate personal and corporate salvation for the transformation of individuals and communities
Explore the cross as a key Christian symbol
facilitate ethical decision making and formation in a church and social context
Investigate Christianity in Southern Africa

2. Integrate and apply the range of theological concepts and disciplines.	• Explain and use the unity and diversity of theological subjects	• Differentiate and be able to apply relevant competencies in the range *of* theological subjects, e.g. Biblical Studies, Ethics, Systematic Theology, Church Ministries

This Exit Outcome could be achieved either as part of a whole Qualification (12 credits in Systematic Theology), or through competence in a selection of the following Unit Standards:
Fundamental: *Access, interpret and apply information in theological contexts (IO credits)*
Core: *Demonstrate understanding of mission fhroughout church history and define personal mission*
Electives:
Design a contextually relevant model of the Church based on other accepted models of the Church in Christian theology
Engage with issues of life and death
Explore the impact on relationships of 'humanity created in the image of God'

3. Critically compare and use theological and other	• Interpret, compare and critically analyse biblical and other texts	• **Work** critically and contextually with theological, biblical and

sources to explore faith questions and proclaim Christian faith in context, particularly the African context	• use *other sources and disciplines when applicable to interpret biblical and other texts* • *critically address faith questions* • *communicate the Christian faith in context, particularly the African context*	*'other texts',* e.g. *the experience of women; histories and credits, current documents in churches of various groupings, and narratives, archaeology and history* • *Interpret biblical and other texts responsibly and creatively* • *Work with a variety of other sources, such as concordances, commentaries, dictionaries, encyclopaedias, monographs and journals.* • *Communicate the Christian faith in well structured arguments showing an awareness of audience and using academic professional discourse appropriately in various written and oral forms; writing at various levels of publication* (e.g. *Church letters, journals, newspapers).*

This Exit Outcome could be achieved either as part of a whole Qualification (48 credits in Biblical Studies and 24 credits in History of Christianity), or through competence in a selection of the following Unit Standards:
Core: *Describe and evaluate the life and ministry of Jesus of Nazareth (12 credits)*
Interpret and apply the Bible and other Christian sources in their contexts (18 credits)

Electives:
Analyse and construct narrative texts (12 credits)
Describe the role of biblical archaeology (12 credits)
Explore biblical poetry as creative response to God
Evaluate modem Christianity and its impact (24 credits)
Evaluate the historical interaction of Christianity with the people of South Africa (12 credits)
Interpret biblical texts in context (12 credits)
Investigate and apply biblical apocalyptic
Investigate and apply New Testament letters.
Investigate and compare biblical and modern concepts of law
Investigate and critique biblical and modern prophecy
Investigate and evaluate biblical and modern wisdom
Investigate Christian foundations in the early centuries (12 credits)
Investigate Christian foundations in the first millennium (24 credits)
Investigate Christianity in Africa (12 credits)
Investigate Christianity in the medieval centuries (12 credits)
Investigate Gospels and apply them in context
Peread the Bible from a woman's liberationist perspective (12 credits)
Study the Old Testament in its interaction with Africa (5 credits)
Investigate Christianity in Southern Africa

4. Identify, evaluate and develop their personal faith in context, particularly the African context.	• give a critical account of the history and values of their faith community and their personal faith development • integrate their personal faith development with theological discourse and ministry in their faith communities	• Describe and present an account of their personal and communal faith • Relate with sensitivity to other faith communities in a pluralistic context

This Exit Outcome could be achieved either as part of a whole Qualification (6credits Practical Theology), or through competence in a selection of the following Unit Standards:
Core: *Describe and assess key Christian spiritualities in historical and contemporary context (12credits)*
Electives:
Study and live holistic Christian spirituality (12credits)
Use Christian spiritualities to develop a rule of life (24credits)

5. Engage in and articulate critical and creative theological thinking and writing.	• identify, classify, analyse, compare and critically evaluate different theological theories, concepts and positions. • Critically derive theological meaning from different theological views • present and defend arguments combining insights gained from different theological genres	• Identify, classify, and critique different theological positions, using books, journals, sermons, etc. • Evaluate theological positions in written form, using evidence-based solutions and theory-driven arguments

This Exit Outcome could be achieved either as part of a whole Qualification (12 credits Language), or through competence in a selection of the following Unit Standards:
Electives: *Write an academic report on a given subject*
Describe feminist theology and apply it to Church and society
Explore the cross as a key Christian symbol
Explore the impact on relationships of 'humanity created in the image of God
Investigate Christianity in Southern Africa

6. Play a moral and constructive role by developing and applying core human and Christian norms and values to contexts, to facilitate moral decision making and formation.	• demonstrate critical insight into the complexities of current moral issues • identify and compare key human and Christian ethical norms and values • integrate Christian norms and values with appropriate goals, consequences and virtues for moral decisions and actions • appropriately engage their learning and analysis into value based decisions and actions	• Base decisions and actions on a well-rounded and systematic knowledge base of Christian sources, theology and traditions, in the African context, with cognisance of the international context.

This Exit Outcome could be achieved either as part of a whole Qualification (24 credits Theological Ethics), or through competence in a selection of the following Unit Standards:
Core: *Formulate and apply basic models of Christian ethics*
Electives:
Engage with the ethics of sexuality
Facilitate ethical decision making and formation in a church and social context

7. Facilitate Christian pastoral ministry to individuals and communities and evaluate its effectiveness.	• identify and analyse individual, group and societal areas in need of Christian pastoral healing and other ministries • integrate theological understanding in effective Christian pastoral ministry • evaluate the effectiveness of pastoral ministry in particular contexts.	• Minister with sensitivity and compassion • Minister appropriately and holistically • Apply essential procedures, operations and techniques in pastoral ministry

This Exit Outcome could be achieved either as part of a whole Qualification (12 credits Practical Theology), or through competence in a selection of the following Unit Standards:
Core: *Practice and evaluate models of pastoral care*
Electives:
Apply pastoral counselling skills
Design and implement Christian Education events and programmes
Engage with the principles of Christian Education
Involve children in the ministry of a faith community
Prepare, deliver and evaluate sermons
Describe, analyse and evaluate the historical development of Christian worship

8. Promote, develop and evaluate transformative leadership in a faith community	• show an ability to evaluate, impart and encourage appropriate leadership forms and skills in a local faith community • integrate theoretical and practical competencies anticipating the development of a local faith community	• Exercise appropriate leadership in a local faith community

This Exit Outcome could be achieved either as part of a whole Qualification (6 credits Practical Theology), or through competence in a selection of the following Unit Standards:
Core: *Analyse and facilitate Christian leadership in church and social contexts*
Electives:
Analyse and evaluate approaches to church growth in relation to Christian mission
Lead as a servant

9. Participate constructively in multicultural and multi-faith communities.	• give a reliable account of the history and value of other faith communities • analyse the impact of cultural and religious differences on inter and intra community relations • demonstrate sensitivity towards different cultures and religions.	• Demonstrate a detailed knowledge of and an ethical base for sound human relationships in a multi-faith and multi-cultural context • Demonstrate an informed understanding and sensitivity towards other cultures

This Exit Outcome could be achieved either as part of a whole Qualification (12 credits Study of Other Religions), or through competence in a selection of the following Unit Standards:
Electives:
Engage with other faiths
Describe, evaluate and apply ecumenical principles

10. Identify and formulate transformative responses to contemporary societal needs.	• Develop and use analytical skills to identify and explain the needs of society • develop contextually relevant responses to these needs • apply these responses by proposing and implementing transformational processes and programmes	• Identify societal needs with sensitivity to the African context, the needs of marginalised persons and groups, and the environment, taking into consideration the international context

This Exit Outcome could be achieved either as part of a whole Qualification (12 credits Church and Social Transformation), or through competence in a selection of the following Unit Standards:

Electives:
Propose a project for socio-economic transformation
Develop, facilitate and evaluate appropriate Christian responses to HIV/AIDS

Critical cross-field outcomes:

The 12 critical cross-field outcomes prescribed by SAQA were used in designing the exit level outcomes of the Qualification.

Critical cross-field outcomes **A** learner who obtains the Degree in Theology can:	**Associated assessment criteria** In the form of tasks in study material, written assignments, portfolio tasks, projects, case studies and examinations, learners will be assessed on their ability to:
1. Identify and solve problems, make responsible decisions,	• use central methods of enquiry of Theology as a human and social science.

demonstrating critical and creative thinking.	- do responsible Biblical interpretation by applying recognised exegetical methods in specific contexts and by critically evaluating other interpretations. - approach problems of historical and systematic interpretation in theology by analysing theologies in relation to their respective ecclesial, cultural, economic, social and political contexts. - address church and community problems by using creative contextual approaches *to* ministry.
2. Work effectively with others as a member of a team, group, organisation, community.	- understand the importance of a moral and constructive role in a faith community and the community at large. - communicate and interact effectively in a group context
3. Organise and manage oneself and one's activities responsibly and effectively	- utilize requisite study skills and learning strategies. - self-evaluate, identify and address own learning needs - organise their own study plans. - think independently.
4. Collect, analyse, organise and critically evaluate information.	- use library and other resources effectively to complete tasks. - construct an academic essay by integrating information from a variety of sources. - act responsibly as a scholar (*i.e.* by using recognised reference techniques and by avoiding plagiarism). - critically evaluate theological theories, experiences, examples, etc.
5. Communicate effectively, using visual, mathematical and/or language skills in the modes of oral and/or written presentation.	- produce persuasive forms of written, oral and new media communication - express theological insights creatively in their first language and in terms of their culture and worldview
5. Use science and technology effectively and critically, showing responsibility towards the ~~environment and the health/well~~	- Use the internet and other electronic media for theological research - formulate concrete and creative responses to

environment and the health/well-being of others	community and environmental problems
7. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation	• demonstrate respect for personal, cultural, and theological diversity, in the context of a pluralistic society • identify the connection between problems of a particular faith community and larger communities
8. Reflect on and explore a variety of strategies to learn more effectively	Demonstrate: • awareness of how personal biases influence one's knowledge of and attitude to people and situations • how engagement with different types of sources fosters different learning strategies
9. Participate as responsible citizens in the life of local, national and global communities	Demonstrate: • commitment to the well-being of society by developing well-informed ethical stances on community issues • a responsible and constructive understanding of society
10. Show cultural and aesthetic awareness across a range of social contexts	Demonstrate: • sensitivity towards social diversity and divergent opinions • awareness of the role of cultural differences in Biblical interpretation • display the ability to understand the cultural and contextual roots of differences between theologies • cooperate with people of other churches and theologies, and demonstrate awareness of other religions and how cooperation in societal issues could be realized
11. Explore education and career opportunities	Demonstrate the ability to: • compare and evaluate various options for further study • become involved accountably in Christian community and society with a view to employment as a church or community worker

12. Develop entrepreneurial opportunities	Demonstrate the ability to: • identify and use the skills necessary for church development and growth • identify and use the skills of social analysis, interpersonal sensitivity, imaginative intelligence, emotional maturity and community involvement, which may lead to the creation of employment opportunities inside and outside church circles

Recognition of prior learning:

This Qualification can be achieved in whole or in part through recognition of prior learning in terms of the criteria set out above.

Evidence can be presented in a variety of forms, including previous local or international Qualifications, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

All such evidence should be judged according to the general principles of assessment described in the note to assessors in item 19 below.

Accreditation and moderation

Providers offering learning towards achievement of any of the outcomes that make up this Qualification must be accredited through the relevant ETQA by SAQA.

Internal moderation of assessment must take place at the point of assessment with external moderation provided by the relevant ETQA according to the moderation guidelines and the agreed ETQA procedures.

Assessors registered with the relevant ETQA must carry out the assessment of candidates for any of the outcomes that make up this Qualification.

Notes

Notes for assessors:

Assessors should keep the following general principles in mind when designing and conducting assessments:

✓ Focus the initial assessment activities on gathering evidence in terms of the main outcomes to ensure assessment is integrated rather than fragmented. The aim **is** to declare the person competent in terms of the Qualification purpose. Take special note of the need for integrated assessment.

✓ Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the candidate **is** able to perform in the real situation.

✓ All assessments should be conducted in line with the following well documented principles of assessment as defined below:

Princides of *assessment:*

✓ *Appropriate:* The method of assessment is suited to the performance being assessed.

✓ *Fair:* The method of assessment does not present any barriers to achievements, which are not related to the evidence.

✓ *Manageable:* The methods used make for easily arranged, cost-effective assessments that do not unduly interfere with learning.

✓ *Integrafed info work or learning:* Evidence collection is integrated into the work or learning process where this is appropriate and feasible.

✓ *Valid:* The assessment focuses on the requirements laid down in the Standard; i.e. the assessment is fit for purpose.

✓ *Direct:* The activities in the assessment mirror the conditions of actual performance as closely as possible

✓ *Authentic:* The assessor is satisfied that the work being assessed is attributable to the person being assessed.

✓ *Sufficient:* The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.

✓ *Systematic:* Planning and recording is sufficiently rigorous to ensure that assessment is fair.

✓ *Open:* Learners can contribute to the planning and accumulation of evidence. Assessment candidates understand the assessment process and the criteria that apply.

✓ *Consistent:* The same assessor would make the same judgement again in similar circumstances. The judgement made is similar to the judgement that would be made by other assessors.

International comparisons

This BTh Qualification standard is comparable to similar Qualifications from around the world with regard to outcomes and assessment criteria, the level of depth and complexity involved in the study process, and with due regard to notional learning time. For example, this BTh Qualification design is comparable to that offered by the Cambridge Theological Federation of Cambridge University and by the University of Wales (e.g. Bangor, Lampeter) in the United Kingdom; the BTh offered by the Universities of Otago and Auckland in New Zealand, by Flinders University and Melbourne College of Divinity in Australia, and the Catholic Institute of West Africa in Port Harcourt. Information from other African universities such as the Kenyatta University, Nairobi, Kenya and the University of Ibadan, Nigeria, was not available on the world wide web. A common route in many African and Asian countries is to take a three year Diploma in Theology, followed by a three year Bachelor of Divinity, e.g. Makumire University and Iringa University in Tanzania, St. Paul's College, Limuru in Kenya, Trinity Theological College in Singapore, Serampore College of Calcutta University in India. The BD is not a research degree and is roughly equivalent to the MDiv in the SAQA Qualification Framework. In order to enter the PhD in the SAQA Qualification framework, such students would be required to undertake a MTh research Qualification (i.e. to articulate upwards to the PhD).

Annexure A

FUNDAMENTAL UNIT STANDARDS

Candidates following a Unit Standards-based Qualification are required to achieve the following Unit Standard: 10 credits

NLRD number	Title	Level	Credits	ELOs addressed by this US
115909	Access, interpret and apply information in theological contexts	5	10	All

Annexure B

CORE UNIT STANDARDS

Candidates following a Unit Standards-based Qualification are required *to* achieve all the following Unit Standards: 114 credits.

NLRD number	Title	Level	Credits	ELOs addressed by this US:
115906	Analyse and apply key Christian teachings in context	6	12	1,2,3,5
115926	Critique and practise models of Christian leadership and management	6	12	8
115924	Demonstrate understanding of mission throughout church history and define personal mission.	5	8	1,2,3,4,7,10
116039	Describe and assess key Christian spiritualities in historical and contemporary context	6	12	2,4,6
115927	Describe and evaluate the life and ministry of Jesus of Nazareth	6	12	1,3
115998	Formulate and apply basic models of Christian ethics	6	12	1,6
115996	Implement transformation in a community using Christian principles	5	18	9,10
115997	Interpret and apply the Bible and other primary Christian sourcesin their contexts	*6*	18	1,3
115999	Practice and evaluate models of pastoral care	6	10	7,10

Annexure C

ELECTIVE UNIT STANDARDS

Candidates following a Unit Standards-based Qualification are required to achieve a minimum of 236 credits from the following Unit Standards, with an overall total of 120 credits at NQF Level 6.

ELECTIVE UNIT STANDARDS: LEVEL 5

NLRD number	Title			addressed b this US:
115913	Apply basic skills of pastoral care	5	12	7
115919	Conduct a prescribed course for enquirers which promotes Christian belief and discipleship	5	12	4,5,8
115929	Describe and analyse the history and theology of the ikon	5	6	3
115948	Describe and evaluate own denomination	5	12	2,3,4,5
115956	Describe and implement a Christian management philosophy in the Church in the light of one's theological perspective	5	12	8
115959	Describe the theology and practise of Baptism, Eucharist and Ministry and hence the Church's role in society	5	12	2,3,5
115969	Design a contextually relevant model of the Church based on other accepted models of the Church in Christian theology	5	6	1,2,3,5
115970	Develop healing ministries in the church	5	12	7
115985	Engage with issues of life and death	5	12	2,5,6,9
115987	Evaluate and understand views of the end-times in order to develop an appropriately goal-oriented Christian life	5	6	4,5,6
	Examine understandings of the Christian Church	5	6	3,5,6
115988	Explain and communicate personal and corporate salvation for the transformation of individuals and communities	5	6	2,3,4,8
115992	Explore biblical poetry as creative response to God	5	12	1,3,5
115994	Facilitate an event or programme in which a Christian response to HIV/AIDS is addressed	5	12	7,9
116005	Investigate and apply biblical apocalyptic	5	12	1,3,5
116006	Investigate and apply New Testament letters	5	12	1,3,5
116008	Investigate and compare biblical and modern concepts of law	5	12	1,3,5
116010	Investigate and critique biblical and modern prophecy	5	12	1,3,5
116015	Investigate and evaluate biblical and modern wisdom	5	12	1,3,5

116016	Investigate Christian foundations in the early centuries	5	12	1,3,5
116018	Investigate Gospels and apply them in context	5	12	1,3,5
116022	Lead worship	5	12	4,8
116029	Strategise Church reform on historical principles	5	12	1,2,3,5
116032	Translate and interpret words from the Greek New Testament for use in Christian ministry	5	12	3
116038	Work collaboratively with others towards Christian ministry	5	12	8,10
116034	Work in a local church under supervision	5	12	8

ELECTIVE UNIT STANDARDS: LEVEL 6

NLRD number	Title	Level	Credits	ELOs addressed by this US:
115912	Analyse and construct narrative texts	6	12	1,3,5
115914	Analyse and evaluate approaches to church growth in relation to Christian mission	6	12	8,10
115917	Analyse and facilitate Christian leadership in church and social contexts	6	12	8,10
115921	Apply pastoral counselling skills	6	12	7
115933	Describe feminist theology and apply it to Church and society	6	12	5,6,10
115934	Describe the role of biblical archaeology	6	12	1,3
115937	Describe, analyse and evaluate the historical development of Christian worship	6	12	2,3
115941	Describe, evaluate and apply ecumenical principles	6	12	1,3,5
115945	Design and implement Christian Education events and programmes	6	12	8
115949	Develop, facilitate and evaluate appropriate Christian responses to HIV/AIDS	6	12	7,10
115952	Engage with other faiths	6	12	3,9
115958	Engage with the ethics of sexuality	6	12	5,6
116021	Engage with the principles of Christian Education	6	12	8
115989	Evaluate modern Christianity and its impact	6	24	1,2,3,5
115990	Evaluate the historical interaction of Christianity with the people of South Africa	6	12	2,3,5,9
115993	Explore the cross as a key Christian symbol	6	12	1,3,5
115995	Explore the impact on relationships of 'humanity created in the image of God'	6	12	2,3,5,6
116026	Interpret biblical texts in context	6	12	1,,5
116030	Investigate Christianity in Africa	6	12	1,3,5,9
116031	Investigate Christianity in the medieval centuries	6	12	1,3,5
116033	Involve children in the ministry	6	12	8,10
116028	Investigate Christian foundations in the first	6	24	1,3,5

	millennium			
116037	Lead as a Servant	6	12	8,10
116001	Prepare, deliver and evaluate sermons	6	12	3,8
116003	Propose a project for socio-economic transformation	6	12	5,10
116004	Reread the Bible from a woman's liberationist perspective	6	12	1,3,10
116017	Study and live holistic Christian spirituality	6	12	4,5
116020	Study the Old Testament in its interaction with Africa	6	5	1,3,10 1,3,10
115986	Use Christian spiritualities to develop a rule nf **life**	6	24	4

ELECTIVE UNIT STANDARD: LEVEL 6

116023	Write an academic report on a given subject	6	12	1,2,5
	Facilitate ethical decision making and formation in a church and social context	6	12	1, 6
	Investigate Christianity in Southern Africa	6	12	1,3, 5

Bachelor **of** Theology Honours Degree (**BTh** Hons): Level **7**

FIELD: Human and Social Studies

SUB-FIELD: Religious and Ethical Foundations of Society

NQF LEVEL: **7**

CREDITS: 120

PURPOSE OF THE QUALIFICATION

The purpose of the Qualification is to enable learners to acquire a comprehensive, critical and systematic knowledge of Christian Theology, and/or a particular theological discipline, and to become conversant with contemporary theological discourse. Furthermore learners will be enabled to develop a foundational understanding and use of the research methodologies relevant to theological disciplines.

A second purpose is to provide learners with the necessary applied and theoretical competencies to carry out a limited research project and communicate their new insights creatively (e.g. a mini-dissertation of approximately 10 000 words), thus playing *a* constructive role within church and society.

Learners who achieve this Qualification can, with a more advanced measure of independence:

- **Analyse and interpret primary Christian sources exegetically and theologically**

- **Integrate and appropriate such sources in context**

- **Analyse, understand and position oneself and one's community within the scope** of **the history** of **Christianity**

- **Critically evaluate and apply Christian theology and ethics personally and in community**

- Design, practise and monitor ministries in the church

- Initiate and develop Christian ministry in the wider community

RATIONALE

The Hons BTh builds on the outcomes of the BTh, and seeks to increase the critical insights and theological competence **of** the learners. The majority of the candidates for this Qualification may be working in churches, other Christian Ministry ventures, community organisations and society others may be progressing **from** the BTh Qualification. The Hons BTh **will** equip candidates with further exegetical, theological and/or ministerial skills which inter alia will enable them **to** further contribute **to** Christian ministry **in** church and society and/or advance their intellectual theological skills. Some students may, **upon** completion of the Hons BTh, proceed **to** more advanced post graduate studies.

ARTICULATION

The Hons BTh gives access to the following: the M Div (NQF Level 8) as an advanced professionally oriented Qualification; the Masters Diploma (NQF Level 8); or a research masters degree (M Th, NQF Level 8).

LEARNING ASSUMED TO BE IN PLACE

Learners who register for this Qualification can:

- operate in unfamiliar contexts, requiring personal responsibility and initiative;
- accurately self evaluate and take responsibility for continuing professional/ academic development;
- maintain professional working relationships:
- be aware of the social and ethical implications of applying knowledge to particular contexts.

ACCESS TO THE QUALIFICATION

This Qualification recognises:

- *formal prior learning*

Learners must have a BTh (or equivalent Qualification, e.g. **BA** [Theology]).

- *non-formal and informal prior experiential learning*

Learners will be given recognition of prior learning (RPL) if they can produce a portfolio of evidence to show that they meet the outcomes and associated assessment criteria of the BTh.

EXIT LEVEL OUTCOMES AND ASSESSMENT CRITERIA

ixit Level Outcomes	Integrative Assessment Criteria	Implied competence and range. Critical evidence for assessment purposes imply competence at the following:
. Identify, distinguish and evaluate more advanced concepts and theories with regard to Theology as a human and social science	Demonstrate: • critical insight into the various viewpoints related to theological issues • the ability to formulate an own viewpoint	• Approach theological issues in a valid and accountable way
. Integrate and apply the range of theological concepts and disciplines (the theological encyclopaedia)	Demonstrate the ability to: • integrate and apply the range of theological concepts and disciplines • integrate theory and praxis	• Theological subjects include for example Biblical Studies, Ethics, Systematic Theology, Church Ministries, History of Christianity
. Critically compare and use theological and other sources at a more advanced level to explore faith questions and proclaim Christian faith in context	Demonstrate the ability to: • interpret, compare and critically analyse biblical and other texts • use other sources and disciplines when applicable to interpret biblical and other texts • critically address faith questions • communicate the Christian message in context	• 'Other texts' include experiences, e.g. of women: histories and creeds, current documents in churches of various groupings, and narratives, archaeology and history • Responsible and creative interpretations of biblical and other texts • Other sources include concordances, commentaries, dictionaries, encyclopaedias, monographs, journals and other secondary literature. • Communication of the Christian message in various written and oral forms; writing at various levels of publication (e.g. Church letters, journals, newspapers).
Exit Level Outcomes	**Integrative Assessment Criteria**	**Implied competence and range.** Critical evidence for assessment purposes imply competence at the following:

4.	identify and develop their personal faith in critical interaction with their context and people with differing views, and exhibit a more advanced degree of critical self awareness	From the perspective of one or more theological disciplines, demonstrate an ability to: give an insightful and critical account of the history and values of their faith community and their personal faith development integrate their personal faith development with theological discourse and ministry in their faith communities ▪ formulate and critique their own presuppositions	▪ Informed and constructive interaction with people of different viewpoints
5.	Engage in and articulate critical and creative theological thinking at a more advanced level	Demonstrate an ability to: • identify, classify, analyse, compare and critically evaluate different theological positions ▪ critically derive theological meaning from different theological views ▪ present and defend arguments combining insights gained from different theological genres	▪ Theological positions are identified, classified, analysed from books, journals, sermons, etc. ▪ Critical evaluations of theses positions are presented mainly in written form
3.	Play a moral and constructive role by developing and applying core human and Christian values to contexts, and being critical of all value systems	From the perspective of one or more theological disciplines, demonstrate an ability to: ▪ engage in more advanced critical insight into the complexities of current moral dilemmas ▪ identify, compare and critique key human and Christian ethical principles ▪ appropriately engage their learning and analysis at a more advanced level into value based decisions and actions ▪ identify and evaluate value systems	▪ Decisions and actions are based on Christian sources, theology and traditions, in the African context, with cognisance of the international context.

Exit Level Outcomes	Integrative Assessment Criteria	Implied competence and range. Critical evidence for assessment purposes imply competence at the following:
7. Develop and evaluate insights arising from the various theological disciplines that may contribute to development of Christian ministry and life	From the perspective of one or more theological disciplines, demonstrate an ability to: • identify and analyse individual, group and societal areas with reference to Christian ministry and life ▪ use theological skills to develop, adapt and critique different models for Christian ministry, life and society	• Appropriation of theological insights to church and society
8. Use varying theological disciplines to develop critical thinking concerning issues of power and leadership in church and society	From the perspective of one or more theological disciplines, demonstrate an ability to: • relate insights derived from theological disciplines to issues of power and leadership in church and society	• Identify and evaluate issues of power and leadership in church and society • Transformative leadership in society

Exit Level Outcomes	Integrative Assessment Criteria	Implied competence and range
9. Be aware of, and be able to interact constructively with, multicultural and multi -faith communities, from a theological perspective	From the perspective of one or more theological disciplines, demonstrate an ability to: • give a reliable account of the history and value of other faith communities • analyse the impact of cultural and religious differences on inter and intra community relations • be sensitive towards different cultures and religions	▪ An informed description and constructive relationship with other faith communities relevant to their field of study
10. Apply the insights of one or more disciplines to identify and critique issues of church and society	From the perspective of one or more theological disciplines, demonstrate an ability to: • use more advanced analytical skills to identify, explain and respond appropriately to issues of church and society	• The identification, analysis and appropriate response to issues in church and society (e.g. issues of race, class, gender, poverty, environment), from the perspective of one or more theological discipline

CRITICAL CROSS-FIELD OUTCOMES

The 12 critical cross-field outcomes prescribed by **SAQA** were used in designing the exit level outcomes of the Qualification.

A learner who obtains the Degree Honours in Theology (Hons BTh) can:

Critical cross-field outcomes	Associated assessment criteria In the form of tasks in study material, written assignments, portfolio tasks, projects, case studies and examinations, learners will be assessed on their ability to:
1. Identify and solve problems in which responses show that responsible decisions using critical and creative thinking have been made	• demonstrate the ability to do creative textual interpretation by applying recognised exegetical and hermeneutical methods in specific contexts and by critically evaluating other interpretations • approach problems of historical and systematic interpretation in theology by analysing theologies in relation to their respective ecclesial, cultural, economic, social and political contexts • address church and community problems by using creative contextual approaches to ministry
2. Work effectively with others as a member of a team, group, organisation, community, and display leadership	• show evidence of playing a moral and constructive role in a faith community and the community at large • demonstrate evidence of the ability to communicate effectively in a community • demonstrate eveidence of being accepted as leader
3. Organise and manage oneself and one's activities responsibly and effectively	• demonstrate the requisite study skills and learning strategies • organise their own study plans • think independently

Critical cross-field outcomes	Associated assessment criteria In the form **of** tasks in study material, written assignments, portfolio tasks, projects, case studies and examinations, learners will be assessed on their ability to:
4. Collect, analyse, organise and critically evaluate information, and showing potential in creating new knowledge	• use library and other resources effectively to complete tasks • construct an academic essay by integrating information from a variety of sources • act responsibly as a scholar (e.g. by using recognised reference techniques and by avoiding plagiarism) • critically evaluate theological theories, experiences, examples, etc. • being willing and showing potential to create new knowledge
5. Communicate effectively, using visual, mathematical and/or language skills in the modes of oral and/or written presentation	• produce rational and effective forms of written, oral and electronic media communication • express theological insights creatively in their first language and in terms of their culture and worldview, as well as in the language medium of the provider
6. Use science and technology effectively and critically, showing responsibility towards the environment and the health/well-being of others	• reveal sensitivity and maturity in responding to ethical challenges • formulate concrete and creative responses to community problems
7. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation	• show respect for personal, cultural, and theological diversity, and take into consideration the religious diversity

	• **demonstrate the relatedness between problems of a particular faith community and larger communities**

Critical cross-field outcomes	Associated assessment criteria In the form of tasks in study material, written assignments, portfolio tasks, projects, case studies and examinations, learners will be assessed on their ability to:
I. Reflect on and explore a variety of strategies to learn more effectively	• show awareness of how personal biases influence one's knowledge of and attitude to people and situations • show how engagement with different types of sources fosters different learning strategies
I. Participate as responsible citizens in the life of local, national and global communities	• show commitment to the well-being of society by developing well-informed ethical stances on community issues • play a responsible and constructive role in a faith community
0. Show cultural and aesthetic awareness across a range of social contexts	• demonstrate tolerance of diversity and the. opinions of others • demonstrate awareness of the role of cultural differences in Biblical interpretation • display the ability to understand the cultural and contextual roots of differences between theologies • cooperate with people of other churches and theologies, and demonstrate awareness of other religions and how cooperation in societal issues could be realized
1. Explore education and career opportunities	• compare and evaluate various options for further study • become involved accountably in a Christian community with a view to employment as a church or community worker
2. Develop entrepreneurial opportunities	• develop and inspire the skills necessary for church growth and community development • develop the skills of social analysis, interpersonal

	sensitivity, imaginative intelligence, emotional maturity, and community involvement, which may lead to the creation *of* employment opportunities within or outside church circles

RECOGNITION OF PRIOR LEARNING

This Qualification can be achieved in part through recognition of prior learning in terms **of** the criteria laid out in items **12** and 13 above.

Evidence can be presented in a variety of forms, including previous local or international Qualifications, reports, testimonials mentioning functions performed, work records, portfolios, videos **of** practice and performance records.

All such evidence should be judged according to the general principles of assessment described in the note to assessors in item **19** below.

ACCREDITATION AND MODERATION

Providers offering learning towards achievement of any of the outcomes that make up this Qualification must be accredited through the relevant ETQA by SAQA.

Internal moderation of assessment must take place at the point of assessment with external moderation provided by the relevant ETQA according to the moderation guidelines and the agreed ETQA procedures.

Assessors registered with the relevant ETQA must carry out the assessment of candidates **for** any of the outcomes that make up this Qualification.

NOTES

Notes for assessors:

Assessors should keep the following general principles in mind when

designing and conducting assessments:

✓ Focus the initial assessment activities on gathering evidence in terms of the main outcomes to ensure assessment is integrated rather than fragmented. The aim is to

declare the person competent in terms of the Qualification purpose. Take special note **of** the need for integrated assessment.

✓ Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the candidate is able to perform in the real situation.

✓ **All** assessments should be conducted in line with the following well documented principles of assessment as defined below:

Principles of *assessment:*

✓ *Appropriate:* The method **of** assessment is suited to the performance being assessed.

✓ *Fair:* The method **of** assessment does not present any barriers to achievements, which are not related to the evidence.

✓ *Manageable:* The methods used make for easily arranged, cost-effective assessments that do not unduly interfere with learning.

✓ *Integrated into work or learning:* Evidence collection is integrated into the work or learning process where this is appropriate and feasible.

✓ *Valid:* The assessment focuses on the requirements laid down in the Standard; i.e. the assessment is fit for purpose.

✓ *Direct:* The activities in the assessment mirror the conditions **of** actual performance as closely as possible

✓ *Authentic:* The assessor is satisfied that the work being assessed is attributable to the person being assessed.

✓ *Sufficient:* The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.

✓ *Systematic:* Planning and recording is sufficiently rigorous to ensure that assessment is fair.

✓ *Open:* Learners can contribute to the planning and accumulation of evidence. Assessment candidates understand the assessment process and the criteria that apply.

✓ Consistent: The same assessor would make the same judgement again in similar circumstances. The judgement made **is** similar to the judgement that would be made by other assessors.

INTERNATIONAL COMPARABILITY

A 120 credits (typically one year) post graduate honours Qualification is not common in universities around the world, and relates to the fact that SA schools only offer 12 years of primary and secondary education, whereas European and North American schools offer 13 years of schooling prior to tertiary education. However, students graduating with a BTh and Honours BTh have attained a Qualification comparable to the discipline specific honours Qualifications in the UK and African countries operating under the same system (e.g. Kenya and Nigeria). Thus the SA Hons BTh Qualification standard is comparable to similar Qualifications from around the world with regard to outcomes and assessment criteria, the level of depth and complexity involved in the study process, and with due regard to notional learning time. Furthermore, the Hons BTh is comparable in quality, range and complexity to all honours Qualifications offered in SA universities, e.g. Hons BA, Hons B SocSci, Hons BSc.

Established in terms of Act 58 of 1995

Masters Diploma in Theology (MDipTh)

NQF LEVEL: 8

FIELD: Human and Social Studies
SUB-FIELD: Religious and Ethical Foundations of Society

CREDITS: 240 Minimum

RATIONALE

The M Dip Th provides an advanced academic training programme in a focussed field of theology, without requiring the production of an advanced research thesis. The candidates for this qualification are likely to be those who have completed an Honours Bachelor of Theology that has not included a focussed specialisation in a particular field of theological studies but has continued with a broad range of theological disciplines. Others will typically be working in churches, Christian ministry ventures and community service projects. Other candidates for this qualification are likely consist of those who have advanced qualifications in other related fields of study, to the level of an Honours equivalent (8.1) degree, who wish to move into the field of academic theological studies at an advanced level. The qualification will provide studies at an advanced level of knowledge, competencies and skills to prepare graduates for advanced research in the field and contribute to the development of the broader society in an ethical and constructive way.

PURPOSE OF QUALIFICATION

The primary purpose of this qualification is to provide Honours BTh graduates with the necessary advanced knowledge, specific skills and applied competence to move from the broad range of theological disciplines to a more focussed field of study at postgraduate level and to become leaders, educators and facilitators in Christian churches and the broader community.

A second purpose of the qualification is to provide faith communities and the South African society at large with graduates who have the knowledge, skills and competence at an advanced level required to make a positive contribution to theological, ethical and global-political debates; and who are able to provide

leadership which will foster an awareness of the crucial importance of religion in contemporary society.

Learners who achieve this qualification can, with an advanced level of independence, competence and self-motivation:

- Analyse and interpret primary and secondary Christian sources relevant to a focussed field of study exegetically and theologically
- Integrate, order, appropriate and communicate such sources effectively in the context of research in the relevant field
- Analyse, understand and position oneself and one's community within the scope of the history of Christianity and of the world in a manner appropriate to a particular field of study in theology and ministry
- Critically evaluate and apply the full range of disciplines in Christian theology and ethics with an advanced focus in a particular field of study
- Understand the Christian faith in the context of religious pluralism and apply knowledge appropriate to a specific field of theological study in a way which contributes to the well being of the community as a whole
- Participate confidently in discussion and study of issues and problems across the range of theological disciplines, with a focus in a specific field of study, and report their findings clearly in written and oral form

ARTICULATION

Qualifications equivalent to Level 7 Honours B Th could articulate upwards to the M Dip Th. In addition, with recognition of prior learning and appropriately designed curricula, qualifications at Level 8.1 in other fields could articulate upwards to the M Dip Th.

The M Dip Th does not give access directly to the PhD (NQF Level 8), without a further component of research. The M Dip Th articulates upwards *to* postgraduate studies at Level 8, such as the M Th.

LEARNING ASSUMED TO BE IN PLACE

Learners who register for this qualification can:

- learn from written study material and technical publications;
- use library resources;
- analyse texts hermeneutically appropriately in a specific field of theological studies:
- formulate their own viewpoints in writing:
- analyse, organise and process new information and viewpoints that they encounter:
- evaluate new information and knowledge in a specific field of theological studies
- take responsibility for their own intellectual progress.

ACCESS TO THE QUALIFICATION

This qualification recognises:

- formal prior learning

Learners must have an Honours level qualification either in theology (Honours BTh) or another field

- non-formal and informal prior experiential learning

Learners will typically have participated in formal or informal Christian ministry in the community. Evidence of such experience may form a part of the portfolio provided by the student applying for recognition of prior learning

- Rules governing the award of the qualification

A qualification may be awarded on the following condition: the learner must complete at least 50% of the qualification at the institution that issues the qualification.

EXIT LEVEL OUTCOMES AND ASSESSMENT CRITERIA

MDipTh students are obtaining a specific focus in a particular field of theological studies. While being rooted in their own culture, faith and religious community, they are encouraged to engage confidently with people who are different from themselves. In this way they are helped to assimilate the foundational, practical and reflexive competences required to meet the exit level outcomes of this qualification and to become life-long theological learners, teachers, facilitators, pastors and good citizens.

Specific outcomes Learners will be able to:	Assessment criteria related to each outcome Learners will provide evidence of the required standards through:	Implied competence and range. The programme leading to the award of this qualificaiton aims to develop learners who demonstrate::
1. Engage in analytical, critical, ndependent and creative theological thinking.	• using resources such as the relevant books, journals, specialist bibliographies and websites. • using accepted research methods and subject-specific academic conventions in structuring and presenting an argument. • classifying, analysing, comparing, and critically interpreting the views expressed by other theologians in books, theses, journals, research articles, etc. • responding creatively to different theological views (from oral and written texts) in written form.	• broad grasp of the body of knowledge of a particular field within theological studies • understanding the basics of research methodology, technique and technology relevant to a particular field of specialisation in theology • ability to participate in scholarly debate • ability to apply the range of theological knowledge, theory and research method to well defined issues within a particular field of

		specialisation
2 communicate effectively within a specific discipline or field of study and summarise the results of existing research.	• communicate effectively, using the style and presentation acceptable to a discipline or field of study. • present material clearly and systematically. • develop a logical argument.	• ability to present and communicate effectively in written assignments appropriate to academic and professional discourse o ability to communicate the findings of advanced academic research to non-specialist groups in church and society
3 reveal sensitivity and openness to the personal, social, cultural and religious identities of others.	o demonstrate understanding of the dynamics of prejudice in a pluralistic society, to become better equipped to counter its negative effects. o analyse the impact of personal, cultural and religious differences on the relationships between individuals and communities; and develop the intercultural competence to deal creatively with such differences in a manner appropriate to a specific field of theological studies. • show respect and appreciation for others, through the way they conduct their studies, in order to grow in interpersonal and intercultural maturity. o identify the challenges inherent in cultural and religious pluralism and express their theological response to these challenges in a specific field of theological studies, for the sake of more meaningful intercultural and inter-religious communication.	• engage in advanced academic studies in a manner which is appropriate and constructive in a multi-cultural context • recognize and respond constructively to the social and ethical implications of advanced study in a particular field of specialisation and its impact on relations between different faith communities
4 play an ethical and constructive role in a faith community and/ or in the community at large where appropriate to a specific field of theological studies.	o integrate spirituality and sensitive witness into these roles and contributions. • cooperate with other community workers or groups. • reflect on their research project in terms of their ethical values. • oppose and combat every form of prejudice and discrimination in society.	• engage in study and research which is ethical in its methodology and goals
5 use theological sources and related sources	• generate contextually relevant interpretations of the Bible or of other religious documents,	• ability to apply the findings of academic study in a particular

From other disciplines skilfully in their studies, to explore faith, spiritual and ethical questions and **to** address problems encountered in communities.	institutions, processes or events, by using recognised methods of interpretation. • identify differences between the cultural and social features of the world of the biblical texts and those of contemporary communities. • use historical sources (in libraries and archives or through interviews) in advanced studies in a particular field of theological studies to interpret contemporary issues in historical perspective. • show the relevance of their studies for the needs and problems of society.	field to the needs of church and society in an ethical and responsible way
7 communicate theological insights regarding their field of specialisation effectively in a faith community and to a scholarly audience.	o produce persuasive and argumentative forms of written and oral communication, in order to strengthen the life of a faith community, to contribute to scholarly discourse in the field, and to inspire others to study theology. • express themselves clearly in their first language and within their cultural worldview, and reflect critically on the ongoing process of multilingual translation and interpretation taking place in their faith communities. o take part confidently in local, national and global theological discourse.	• ability to write academic papers which could be considered publishable • ability to communicate theological concepts and knowledge effectively in a variety of written and oral forms • ability to relate the discourse of the academy to the discourse of the church and the community
8 relate their research to developments in the worldwide Christian movement and in relation to global political, economic, religious and social forces.	o show the impact of global developments and the dynamics of intercultural and inter-religious encounters on their research. • analyse local, national and international power relations, as these impact on the topic of their research.	o understand and integrate local and international theological perspectives and questions in the context of Christianity as a worldwide phenomenon • understand and address issues of globalization appropriately in the context of a particular field of theological study

CRITICAL CROSS-FIELD OUTCOMES

The seven critical cross-field outcomes and five developmental outcomes indicated below are embedded and integrated in the specific outcomes of the qualification as set out above. These outcomes are achieved through course work.

Critical Cross-field Outcomes	Associated Assessment Criteria Evidence in the form of written assignments and examinations (in the course work component) and in the writing of a dissertation, will show that graduates can:
1 MDipTh graduates car identify, analyse, formulate, anc solve convergent and divergen problems of living, of individual societal and congregationa kinds, creatively and innovatively.	• identi, analyse and solve problems of biblical interpretation by consistently and creatively applying recognised exegetical methods in specific contexts and by critically evaluating other interpretations. • approach problems of historical and systematic interpretation in theology by analysing theologies in relation to their respective cultural, economic, social and political contexts. • address church and community problems by using creative contextual approaches to theological studies.
2 MDipTh graduates car work effectively with others as members of teams, organisation: and communities in giving practical effect to their studies.	• indicate the role played by colleagues in the conception and execution of their written papers. • indicate ways in which the application of their studies could make a constructive contribution to a faith community and society at large.
3 MDipTh graduates car organise and prioritise theii commitments of work, home anc study responsibly and effectivel so as to succeed in completing the project within the prescribec number of years.	• design, organise and execute written assignments at an advanced level. • demonstrate the requisite planning and budgeting skills to complete the project successfully.
4 MDipTh graduates can collect, analyse, organize and critically evaluate information.	• demonstrate independent study skills at an ,advanced level in one theological discipline. • employ a practical system of gathering, storing and retrieving information, in order to make effective use of literature and other sources of information in their research. • write coherent and well-structured academic papers by integrating information and insights from a wide variety of sources. • use a recognised system of reference techniques and refrain from plagiarism. • evaluate the key publications in their field of study.
5 MDipTh graduates can communicate effectively using visual and/or language skills in the mode of oral and/or written presentation, in sustained discourse.	• produce a coherent and well-argued written disser-tation as well as a persuasive oral presentation of the research project in a postgraduate seminar. • express theological insights creatively in their first language and in terms of their culture and world view. • communicate their academic knowledge effectively in faith communities, scholarly institutions and the community at large.
5 MDipTh graduates can use science and technology	• use information technology (computers, word processors, databases, internet) appropriately and

effectively and critically, showing responsibility towards the environment and health and well-being of others, in community, national and global contexts.	efficiently in gathering their data and writing assignments. • relate their academic assignments to the urgent ecological and economic problems facing their communities in the context of globalisation.
7 MDipTh 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.	• show respect for personal, cultural, theological and religious diversity. • conduct their studies on an interdisciplinary basis, by engaging in dialogue with scholars and publications from other disciplines that address the same or similar issues. o demonstrate a comprehensive grasp of their field *of* specialisation.
8 MDipTh graduates can reflect on and explore a variety of strategies to learn more effectively.	• show evidence that they considered various approaches/methods at an advanced level in their studies, and provide convincing reasons for the approach they adopt. • address the question of how their personal biases and social positions influence their studies.
9 MDipTh graduates can participate as responsible citizens and believers in the life of local, national and global communities and religious groups.	• show commitment to the well-being of society by developing well-informed ethical stances on community issues. • play a responsible and constructive role in a faith Community and society.
10 MDipTh graduates can be culturally and aesthetically sensitive across a range of social contexts.	• demonstrate awareness of the role played by cultural, political, social, economic and gender differences in their academic assignments. o express respect for the diversity of theological and other opinions that exist in their fields of research. • display intercultural competence in the execution of their academic assignments. • cooperate respectfully with people of other churches, theological traditions and religions in their academic assignments.
11 MDipTh graduates can explore education and career opportunities by drawing on the knowledge, skills and attitudes they acquired in obtaining this qualification.	• identify priorities and opportunities for further studies and research in their fields of specialisation. • compare and evaluate various options for further research, in terms of possible qualifications, supervisors, universities and scholarships. • offer the results of their studies to faith communities and other organisations, with a view to possible employment and/or creating employment as a church, religious, or community worker.
312 MDipTh graduates can develop entrepreneurial opportunities by drawing on the knowledge, skills and attitudes acquired in obtaining this qualification.	• develop the skills of creativity, social analysis, interpersonal sensitivity, imaginative intelligence, emotional maturity, and Community involvement, which could be of great help in finding or creating employment outside church circles.

RECOGNITION **OF** PRIOR LEARNING

This qualification can be achieved in part through recognition of prior learning of comparable level and standard completed at a locally registered and accredited or internationally recognised tertiary institution in terms of the criteria laid out in items **12** and 13 above.

Evidence can be presented in a variety of forms, including previous local or international qualifications, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

All such evidence should be judged according to the general principles of assessment described in the note to assessors in item 19 below.

ACCREDITATION AND MODERATION

Providers offering learning towards achievement of any of the outcomes that make up this qualification must be accredited through the relevant ETQA by SAQA.

Internal moderation of assessment must take place at the point of assessment with external moderation provided by the relevant ETQA according to the moderation guidelines and the agreed ETQA procedures.

External examination of the components for this degree, particularly the thesis component, must include moderation by recognized experts in the specific field of study associated with internationally recognized tertiary institutions.

Assessors registered with the relevant ETQA must carry out the assessment of candidates for any of the outcomes that make up this qualification.

NOTES

Notes **for** assessors:
Assessors should keep the following general principles in mind when designing and conducting assessments:

- Focus the initial assessment activities on gathering evidence in terms of the main outcomes to ensure assessment is integrated rather than fragmented. The aim is to declare the person competent in terms of the qualification purpose. Take special note of the need for integrated assessment.

o Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the candidate is able to perform in the real situation.

- All assessments should be conducted in line with the following well documented principles of assessment as defined below:

Princides* of *assessment:

- *Appropriate:* The method of assessment is suited to the performance being assessed.

- *Fair:* The method of assessment does not present any barriers to achievements, which are not related to the evidence.

- *Manageable:* The methods used make for easily arranged, cost-effective assessments that do not unduly interfere with learning.

- *Integrated into **work** or learning:* Evidence collection is integrated into the work or learning process where this is appropriate and feasible.

- *Valid:* The assessment focuses on the requirements laid down in the Standard; i.e. the assessment is fit for purpose.

- *Direct:* The activities in the assessment mirror the conditions of actual performance as closely as possible

- *Authentic:* The assessor is satisfied that the work being assessed is attributable to the person being assessed.

- *Sufficient:* The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.

- *Systematic:* Planning and recording is sufficiently rigorous to ensure that assessment is fair.

- *Open:* Learners can contribute to the planning and accumulation of evidence. Assessment candidates understand the assessment process and the criteria that apply.

- *Consistent:* The same assessor would make the same judgement again in similar circumstances. The judgement made is similar to the judgement that would be made by other assessors.

INTERNATIONAL COMPARABILITY

The MDipTh qualification standard is comparable *to* similar qualifications from around the world with regard to outcomes and assessment criteria, the level of depth and complexity involved in the study process, and with due regard to notional learning time.

The MDipTh (which is equivalent to the PGDipTh or the Graduate Diploma in Theological Studies) is offered in many parts of the world as an advanced theological degree for those who have attained the level of Honours Bachelor of Theology (e.g. St. Andrew's University in Scotland, the University of Otago and the University of Aukland in New Zealand, Melbourne College of Divinity and Flinders University in Australia).

Some institutions in South Africa will use this degree to articulate with other Honours level qualifications at SAQA level 8.1, with appropriate curricula and recognition of prior learning. It may serve to produce the level of specialisation in a particular field of theological studies for those whose Honours Bachelor of Theology has not included a

focus on a particular field of study, as the preparation for the research oriented Master of Theology degree.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

NATIONAL QUALIFICATIONS FRAMEWORK

Established in terms of Act 58 of 1995

Master of Theology (MTh)

Level: .	**8**
Credits:	180
Field:	Human and Social Studies
Sub-field:	Religious and Ethical Foundations of Society
Issue date:	
Review date:	

Purpose of Qualification:

The primary purpose of this Qualification is to provide MTh graduates with the necessary advanced knowledge, research skills and applied competence within a specialised discipline or field of study in theology, to do advanced independent research and to act as leaders, educators, and facilitators in their communities and in society at large.

A second purpose of the Qualification is to provide faith communities and the South African society at large with graduates who have the critical knowledge, skills and competence required to make a positive but critical contribution to theological, ethical and global-political debates; and who are able to design, write and offer courses to foster an awareness of the crucial importance of religion in contemporary society.

The purpose of this Qualification is to enable MTh graduates to undertake a major research thesis in one of two forms. Firstly, the MTh may be completed by means of a research thesis of approximately 50,000 words, demonstrating mastery of a specific field of study and an ability to do independent research. The MTh by thesis only may be particularly appropriate to students who have already completed an MDiv or MDipTh. Secondly, the MTh may be completed by means of a research thesis of at least between 25,000 and 30,000 words, and a coursework component, which may contribute no more than 50% towards the assessment of the degree. The MTh by thesis and coursework may be particularly appropriate to students who require additional components of specialisation in the particular field of theological studies in which they will complete their research thesis.

Learners who achieve this Qualification can, with an advanced level of independence,

competence and self-motivation

- Analyse and interpret primary and secondary Christian sources relevant to the field of study exegetically and theologically at an advanced level
- Integrate, order, appropriate and communicate such sources effectively in the context of research in the relevant field
- Analyse, understand and position oneself and one's community within the scope of the history of Christianity and of the world in a manner appropriate to a particular field of study in theology and ministry
- Critically evaluate and apply Christian theology and ethics in a manner appropriate to a particular field of study
- Choose and apply methodology appropriate to a particular field of research
- Participate confidently in discussion and research into issues and problems relevant to a particular field of study and report their findings clearly in written and oral form

Rationale:

The MTh builds on the outcomes of the Honours BTh, and builds an advanced analytical and critical theological competency in a particular field, particularly through the development of a capacity to engage in and report on independent research. The majority of the candidates for this Qualification may be working in educational institutions, particularly universities and theological seminaries, as well as churches, other Christian ministry ventures, community organisations and society. Others may **be** progressing from the Honours BTh Qualification. The MTh will equip candidates with advanced exegetical, theological and/or ministerial skills and a research capacity, which will enable them, among other things, to contribute to the analysis and resolution of issues in church and society. Outstanding students may, upon completion of the MTh, proceed to further research, particularly towards the completion of a PhD in a particular field.

Articulation:

Qualifications equivalent to Level **8.1** Honours BTh and/ or Level **8.2** MDiv or MDipTh could articulate upwards to the MTh.

The MTh gives access to the PhD (NQF Level **8.4).**

Learning assumed **to** be in place:

Learners who are allowed to register for this Qualification can:

- engage in critical and creative theological thinking, based on the ability to integrate insights from various theological disciplines;
- think contextually and address real life problems from a theological point of view;
- use theological and related sources skilfully to explore faith and life questions and to address problems encountered in church communities and the society at large
- use library resources (including the Internet) to do research on theological topics;
- write a fully-fledged research paper (with references and a bibliography) on a theological topic.

Access **to** the Qualification

This Qualification recognises

- *Formal prior learning*
  Learners must have an Honours BTh degree in Theology and/ or an MDiv or MdipTh (or equivalent Qualification).

- *Non-formal and informal prior experiential learning*
  Learners will be given recognition of prior learning (RPL) if they can produce a portfolio of evidence to show that they meet the outcomes and associated assessment criteria of the Honours BTh, MDiv or MDipTh.

- *Rules governing the award of the Qualification*
  The MTh degree that comprises a research dissertation only cannot be awarded in part through RPL. The structured MTh degree, which consists in part of coursework and in part of a dissertation, could be awarded in part through RPL.

The research dissertation must consist of at least 50% of the Qualification for the degree and must be completed through the institution, which confers the degree.

Exit level outcomes and assessment criteria

MTh students are becoming experts in a specialised field of study. While being rooted in their own culture, faith and religious community, they are encouraged to engage confidently with people who are different from themselves. In this way they are helped to assimilate the foundational, practical and reflexive competences required to meet the exit level outcomes of this Qualification and to become life-long theological learners, teachers, facilitators, pastors and good citizens.

Specific outcomes Learners will be able to:	Assessment criteria related to each outcome Learners will provide evidence of the required standards through:	Implied competence and range. The programme leading to the award of this Qualification aims to develop learners who demonstrate:

1. Engage in analytical, critical, independent and creative theological thinking and write a dissertation which reflects their ability to do research independently.	• using resources such as the relevant books, journals, specialist bibliographies and websites. • using accepted research methods and subject-specific academic conventions in structuring and presenting an argument. • demarcating the scope of research, for a limited project under supervision. • classifying, analysing, comparing, and critically interpreting the views expressed by <u>theoloogians and other scholars</u> in books, theses, journals, research articles, etc. • responding creatively to different theological views (from oral and written texts) in written form. • using the correct form and style associated with the writing of a dissertation and compiling a bibliography.	• broad grasp of the body of knowledge of a particular field within theological studies • understanding of research methodology, technique and technology relevant to a particular field of specialisation in theology • ability to participate in scholarly debate • ability to apply the range of theological knowledge, theory and research method to well defined issues within a particular field of specialisation
2 Communicate effectively within a specific discipline or field of study and summarise the results of existing research.	a communicate effectively, using the style and presentation acceptable to a discipline or field of study. • present material clearly and systematically. • develop a logical argument. • provide a critical overview of the research already done in the discipline or field of study.	• ability to present and communicate effectively the results of research in methods appropriate to academic and professional discourse • ability to communicate advanced academic research to non-specialist groups in church and society

3.Reveal sensitivity and openness to the personal, social, cultural and religious identities of others.	• demonstrate understanding of the dynamics of prejudice in a pluralistic society, to become better equipped to counter its negative effects. • analyse the impact of personal, cultural and religious differences on the relationships between individuals and communities; and develop the intercultural competence to deal creatively with such differences. • show respect and appreciation for others, through the way they conduct their research, in order to grow in interpersonal and intercultural maturity. • plan and conduct their research among people in terms of strict ethical principles. • identify the challenges inherent in cultural and religious pluralism and express their theological response to these challenges, for the sake of more meaningful intercultural and inter-religious communication.	• engage in research in a manner which is appropriate and constructive in a multi-cultural context • recognize and respond constructively to the social and ethical implications of study and research in a particular field of specialisation and its impact on relations between different faith communities
4.design and undertake a research project to develop contextual theological responses to real life situations as appropriate *to* a particular field of study.	• research and address the needs of a particular faith community in relation to the needs of a larger society and the environment. • research the nature and dynamics of specific social institutions, processes and problems. • develop contextually relevant theological responses on the basis of such research, in the form of substantiated proposals and programmes for action.	▪ ability to relate theory and praxis
5.play an ethical and constructive role in a faith community and/ or in the community at large.	• integrate spirituality and sensitive witness into their roles and contributions in church and society. • cooperate with other community workers or groups. • reflect on their research project in terms of their ethical norms and values. • oppose and combat every form of prejudice and discrimination in society.	▪ engage in study and research which is ethical in its methodology and goals

6. use theological sources and related sources from other disciplines skilfully in their research, to explore faith, spiritual and ethical questions and to address problems encountered in communities.	• generate contextually relevant interpretations of the Bible or of other religious documents, institutions, processes or events, by using recognised methods of interpretation. • i d e n t i differences between the cultural and social features of the world of the biblical texts and those of contemporary communities. • use historical sources (in libraries and archives or through interviews) in their research to interpret contemporary issues in historical perspective. • show familiarity with and the ability to use, other electronic sources, e.g. the internet, in their research. • show the relevance of their research for the needs and problems of society.	▸ ability to apply the findings of their research to a specific field of academic scholarship in theological studies ▸ ability to apply the findings of academic study in a particular field to the needs of church and society in an ethical and responsible way
7. Communicate theological insights regarding their field of specialisation effectively in a faith community and to a scholarly audience.	o produce persuasive and argumentative forms of written and oral communication (based on their research findings), in order to strengthen the life of a faith community, to contribute to scholarly discourse in the field, and to inspire others to study theology. o express themselves clearly within their faith community and to a scholarly audience. o take part confidently in local, national and global theological discourse.	• ability to write academic papers which could be considered publishable o ability to communicate theological concepts and knowledge effectively in a variety of written and oral forms • ability to relate the discourse of the academy to the discourse of the church and the community
8. relate their research to developments in the worldwide Christian movement and in relation to global political, economic, religious and social forces.	• show the impact of global developments and the dynamics of intercultural and inter-religious encounters on their research. • analyse local, national and international power relations, as these impact on the topic of their research.	• understand and integrate local and international theological perspectives and questions in the context of Christianity as a worldwide phenomenon ▸ understand and address issues of globalisation appropriately in the context of a particular field of theological study

Critical cross-field outcomes:

The seven critical cross-field outcomes and five developmental outcomes indicated below are embedded and integrated in the specific outcomes of the Qualification as set out above. These outcomes are achieved either through course work and a dissertation of limited scope (25,000 to 30,000 words in the "structured" MTh degree) or through a dissertation only (approximately 50,000 in other MTh degrees). In any case, at least 50 % of the weighting and assessment of the degree must consist of the research thesis component.

Critical Cross-field Outcomes	Associated Assessment Criteria Evidence in the form of written assignments and examinations (in the course work component) and in the writing of a dissertation, will show that graduates can:
1.MTh graduates can identify, analyse, formulate, and solve convergent and divergent problems of living, of individual, societal and congregational kinds, creatively and innovatively.	• identify, analyse and solve problems **of** biblical interpretation by consistently and creatively applying recognised exegetical methods in specific contexts and by critically evaluating other interpretations. • approach problems of historical and systematic interpretation in theology by analysing theologies in relation **to** their respective cultural, economic, social and political contexts. • address church and community problems by using creative contextual approaches to ministry.
2.MTh graduates can work effectively with others as members of teams, organisations and communities in designing their research projects and in giving practical effect to their research findings.	• acknowledge the role played by colleagues in the conception and execution of their research projects. • indicate ways in which the application of their research findings could make a constructive contribution to a faith community and society at large.
3.MTh graduates (most of whom do their research on a part-time basis) can organise and prioritise their commitments of work, home and research responsibly and effectively **so** as to succeed in completing the project within the prescribed number of years.	• design, organise and execute a research project, in consultation with a supervisor. • demonstrate the requisite research, planning and budgeting skills to complete the project successfully.

4. MTh graduates can collect, analyse, organize and critically evaluate information.	• demonstrate independent research skills in a specific field of theological studies. • employ a practical system of gathering, storing and retrieving information, in order to make effective use of literature and other sources of information in their research. • write a coherent and well-structured dissertation by integrating information and insights from a wide variety of sources. • use a recognised system of reference techniques and refrain from plagiarism. • evaluate the key publications in their field of research and include a brief critical survey of such literature in their dissertation.
5. MTh graduates can communicate effectively using visual and/or language skills in the mode of oral and/or written presentation, in sustained discourse.	• produce a coherent and well-argued written dissertation and, where relevant, a persuasive oral presentation of the research project in a postgraduate seminar. • express theological insights creatively in their first language and in terms of their culture and world view. • communicate their research findings effectively in faith communities, scholarly institutions and the community at large.
6. MTh 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 use information technology (computers, word processors, databases, internet) appropriately and efficiently in gathering their data and writing their dissertations. • relate their research projects to the urgent ecological and economic problems facing their communities in the context of glabalisation.
7. MTh 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.	o show respect for personal, cultural, theological and religious diversity. • conduct their research on an interdisciplinary basis, by engaging in dialogue with scholars and publications from other disciplines that address the same or similar issues. • demonstrate a comprehensive grasp of their fields of specialisation.
8. MTh graduates can reflect on and explore a variety of strategies to learn more sffectively.	o show evidence that they considered various research approaches/methods for their project, and provide convincing reasons for the approach they adopted. • address the question of how their personal biases and social positions influenced their research projects.

9. MTh graduates can participate as responsible citizens and believers in the life of local, national and global communities and religious groups.	• show commitment to the well-being of society by developing well-informed ethical stances on community issues. • play a responsible and constructive role in a faith community and society.
10. MTh graduates can be culturally and aesthetically sensitive across a range of social contexts.	• demonstrate awareness of the role played by cultural, political, social, economic and gender differences in their research. • express respect for the diversity of theological and other opinions that exist in their fields of research. • display intercultural competence in the execution of their research projects as well as in the formulation of their findings. • cooperate respectfully with people of other churches, theological traditions and religions in the implementation of their research findings.
11. MTh graduates can explore education and career opportunities by drawing on the knowledge, skills and attitudes they acquired in obtaining this Qualification.	• identify priorities and opportunities for further research in their fields of specialisation. • compare and evaluate various options for further research, in terms of possible Qualifications, supervisors, universities and scholarships. • offer their research findings to faith communities and other organisations, with a view to possible employment and/or creating employment as a church, religious, or community worker.
12. MTh graduates can develop entrepreneurial opportunities by drawing on the knowledge, skills and attitudes acquired in obtaining this Qualification.	• develop the skills of creativity, social analysis, interpersonal sensitivity, imaginative intelligence, emotional maturity, and community involvement, which could be of great help in finding or creating employment outside and inside church circles.

Recognition **of** prior learning:

This Qualification can be achieved in part through recognition of prior learning, only in the case of the structured MTh, in terms of the criteria laid out in items 12 and 13 above. Note that no recognition of prior learning can be granted in the case of the MTh by thesis alone.

Evidence can be presented in a variety of forms, including previous local or international Qualifications, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

All such evidence should be judged according to the general principles **of** assessment described in the note to assessors in item 19 below.

Accreditation and moderation

Providers offering learning towards achievement of any of the outcomes that make up this Qualification must be accredited through the relevant ETQA by SAQA.

Internal moderation of assessment must take place at the point of assessment with external moderation provided by the relevant ETQA according to the moderation guidelines and the

agreed ETQA procedures.

External examination of the components for this degree, particularly the thesis component, must include moderation by recognized experts in the specific field of study associated with internationally recognized tertiary institutions.

Assessors registered with the relevant ETQA must carry out the assessment of candidates for any of the outcomes that make up this Qualification.

Notes

Notes for assessors:

Assessors should note that assessment for the MTh should be:

- **Formative:** Learning and assessment are integrated. Formative assessment is an ongoing personal process of interaction between the lecturer/supervisor and the student when the means of assessment is a dissertation only, For a "structured MTh programme, which includes 50% of course work, the formative assessment includes written and/or practical assignments based on the learning material, on which students are given feedback. The process is ongoing and focuses on smaller sections of the work and a limited number of outcomes.

- **Surnrnative:** For the course work part of a "structured" MTh, students are assessed by means of either written examinations, oral examinations, or a series of articles. A dissertation (full-length or of limited scope) is assessed by an examination panel (containing at least one external examiner) at the end of the process.

- **Integrated:** All assessment will integrate knowledge, skills and attitudes and applied competence.

Assessors should keep the following general principles in mind when designing and conducting assessments:

- Focus the initial assessment activities on gathering evidence in terms of the main outcomes to ensure assessment is integrated rather than fragmented. The aim is to declare the person competent in terms of the Qualification purpose. Take special note of the need for integrated assessment.

- ✓ Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the candidate is able to perform in the real situation.

- ✓ All assessments should be conducted in line with the following well documented principles of assessment as defined below:

Princides of assessment:

- ✓ Appropriate: The method of assessment is suited to the performance being assessed.

- ✓ *Fair:* The method of assessment does not present any barriers to achievements, which are not related to the evidence.

✓ *Manageable:* The methods used make for easily arranged, cost-effective assessments that do not unduly interfere with learning.

✓ *Integrated into* **work** *or learning;* Evidence collection is integrated into the work or learning process where this is appropriate and feasible.

✓ *Valid:* The assessment focuses on the requirements laid down in the Standard: i.e. the assessment is fit for purpose.

✓ *Direct:* The activities in the assessment mirror the conditions of actual performance as closely as possible

✓ *Authentic:* The assessor is satisfied that the work being assessed is attributable to the person being assessed.

✓ *Sufficient:* The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.

✓ *Systematic:* Planning and recording is sufficiently rigorous to ensure that assessment is fair.

✓ *Open:* Learners can contribute to the planning and accumulation of evidence. Assessment candidates understand the assessment process and the criteria that apply.

✓ *Consistent:* The same assessor would make the same judgement again in similar circumstances. The judgement made is similar to the judgement that would be made by other assessors.

International comparisons

The MTh Qualification standard is comparable to similar Qualifications from around the world with regard to outcomes and assessment criteria, the level of depth and complexity involved in the study process, and with due regard to notional learning time.

The Qualification matrix and articulation of the BTh, Honours BTh, MDiv (parallel to MMin), MDipTh (parallel to PgDipTh) and MTh degrees is particularly close to the existing practice in universities of the highest calibre in Australia and New Zealand (e.g. Flinders University, Otago University, and Auckland University). In addition, the MTh degree is a widely recognised research Qualification. It is provided, for instance, by universities in Wales (Cardiff, Lampeter and Bangor), the University of Namibia in Africa (though difficulty in accessing the web sites of African universities has made comparability studies difficult) and, through Serampore College of Calcutta University, by a range of theological institutions in India, as well as the MTh degree offered in Central and South American theological institutions (e.g. Escola Superior de Teologia in São Leopoldo, Brazil) and the Lutheran Theological School in Hong Kong. In the United States, the MDiv degree usually articulates upwards to a further research masters degree, prior to admission to PhD studies, which is variously named, most often as a Master of Arts in Theology, which is the equivalent of the MTh in the SAQA degree framework.

Established in terms of Act 58 of 1995

Master of Divinity (M Div)

NQF Level:	*8*
Credits:	**240** minimum
Field:	Human and Social Studies
Sub-field:	Religious and Ethical Foundations of Society
Issue date:	
Review date:	

Purpose of Qualification:

The primary purpose of this Qualification is to provide MDiv graduates with the necessary advanced knowledge, specific skills and applied competence to become leaders, educators and facilitators in Christian churches and the broader community.

A second purpose of the Qualification is to provide faith communities and the South African society at large with graduates who have the knowledge, skills and competence required to engage in ministry within church and society and to contribute to the development of the broader society in an ethical, critical and constructive way.

Learners who achieve this Qualification can, with an advanced level of independence, competence and self-motivation:

- *Analyse and interpret primary and secondary Christian sources relevant to the field of study exegetically and theologically*
- *Integrate, order, appropriate and communicate such sources effectively in the context of study in fhe relevant field*
- *Analyse, understand and position oneself and one's community within the scope of the history of Christianity and of the world in **a** manner appropriate to a particular field of study in fheology and ministry*
- *Critically evaluate and apply theological knowledge across the full range of fields in Christian theology and ethics*

- *Understand the Christian faith in the context of religious pluralism and develop contextual ministry and mission in a way which contributes to the well being of the community as a whole*
- *Innovate, integrate and apply advanced models and skills in Christian ministry and mission*
- *Participate confidently in discussion and study of issues and problems across the range of theological fields and report their findings clearly in written and oral form*

Rationale:

The MDiv provides an advanced professionally orientated ministerial training programme, without requiring the production of an advanced research thesis. The candidates for this Qualification are likely to be working in churches, Christian ministry ventures and community service projects. Other candidates for this Qualification are likely to consist of those who have advanced Qualifications in other fields, equivalent to the level of an Honours degree (8.1), who wish to prepare for ministry in Christian churches and community organisations. The Qualification will provide studies at an advanced level of knowledge, competencies and skills to prepare graduates to minister and lead Christian communities and contribute to the development of the broader society in an ethical and constructive way.

Articulation:
Qualifications equivalent to Level 8 Honours BTh could articulate upwards to the MDiv. In addition, with recognition of prior learning and appropriately designed curricula, Qualifications at Level 8 in other fields outside of theology could articulate upwards to the MDiv.

The MDiv does not give access directly to the PhD (NQF Level 8), without a further component of research. The MDiv articulates upwards to postgraduate studies at the level of 8, such as the MTh.

Learning assumed to be in place:

Learners who register for this Qualification can:

- learn from written study material and technical publications;

- use library resources;
- analyse texts hermeneutically;
- formulate their own viewpoints in writing;
- analyse, organise and process new information and viewpoints that they encounter;
- evaluate new information and knowledge
- take responsibility for their own intellectual progress.
- integrate theological insights in church and society

Access to the Qualification:

This Qualification recognises:

- formal prior learning

  Learners must have an Honours level Qualification either in theology (Honours BTh) or, with appropriate recognition of prior learning and appropriate curricula, another field of study

- non-formal and informal prior experiential learning

  Learners will typically have participated in formal or informal Christian ministry in the community. Evidence of such experience may form a part of the portfolio provided by the student applying for recognition of prior learning

Exit level outcomes and Assessment criteria:

Exit Level Outcomes Learners will be able to:	Integrative Assessment Criteria Learners will provide evidence of the required standards by:	Implied competence and range. The programme leading to the award of this Qualification aims to develop learners who demonstrate the ability to:
1. Identify, distinguish and integrate concepts and theories	• Demonstrating critical insight into the various viewpoints related to theological issues	• approach theological issues in a manner appropriate to the human and social sciences
2. Integrate and apply the range of theological concepts and fields at an advanced level	• Explaining and using the full spectrum of theological fields in their unity and diversity • Using appropriate theories and methods	• Integrate learning at an advanced level
3. Use theological and related sources effectively in their study and practice to explore faith, spiritual and ethical questions and to address problems encountered in communities	• generating contextually relevant interpretations of the Bible or of other religious documents, institutions, processes or events, by using recognised methods of interpretation. • identifying differences between the cultural and social features of the world of the biblical texts and those	• apply the findings of academic study in a particular field to the needs of church and society in an ethical and responsible way

	of contemporary communities. • using historica sources (in librarie: and archives o through interviews) ir their study to interpre contemporary issue: in historica perspective. • showing the relevance of their studies for the needs and problems of society.	
4. Show self-awareness and personal maturity in relation to the Christian faith in context.	• give a critical account of the history and values of their faith community and their personal faith development • integrate their personal faith development with theological discourse and ministry in their faith communities	• self-awareness and personal maturity in relation to church and society
5. Engage in and articulate analytical, critical, independent and creative theological thinking and communication.	• Identifying, classifying, analysing comparing and critically evaluating different theological positions. • critically deriving theological meaning in the context of different theological views • presenting and defending arguments, combining insights gained from different theological genres • using resources such as the relevant books, journals, specialist bibliographies and websites.	• grasp of the broad range of knowledge in the various fields within theological studies at an advanced level • ability to participate in informed scholarly debate in the field of theology. ability to apply the range of theological knowledge, theory and research method to well defined issues in theology ability to communicate the findings of scholarly research both in written and oral form to academic and non-academic contexts
i. Play an ethical and constructive role in a faith community and/ or	• demonstrating critical insight into the complexities of current	ability to base decisions and actions on Christian sources, theology, ethics

in the community at large.	moral issues • identifying and compare key human and Christian ethical principles • appropriately engaging their learning and analysis into value based decisions and actions	and traditions, in the African context, with cognisance of the international context.
7. Facilitate Christian ministry and evaluate its effectiveness.	• identifying and analysing individual, group and societal areas in need of Christian ministry • using theological skills effectively in Christian ministry • using theological skills to analyse and evaluate the effectiveness of ministry in church and society	• ability to engage in Christian ministry with sensitivity to the various needs of differing individuals and groups • understanding of issues of justice and integrity in ministry • ability to integrate theory and praxis
8. Promote, develop and analyse leadership in a faith community and in the broader community, especially with regard the issues of power and transformation.	• demonstrating an ability to evaluate, impart and encourage appropriate leadership forms and skills in a local faith community • integrating theoretical and practical competencies anticipating the development of a local faith community	• Ability to identify and evaluate issues of power and leadership in church and society • Ability to engage in responsible and transformative leadership
). Be aware of, and be able to interact constructively with, multicultural and multi-faith communities, form a theological perspective.	• giving a reliable account of the history and value of other faith communities • analysing the impact of cultural and religious differences on inter and intra community relations • demonstrating constructive sensitivity	• an ability to form positive and ethical human relationships across cultural and religious barriers • constructive engagement with other cultures and religions

	towards different cultures and religions.	
10. Identify, analyse and critique contemporary societal needs and develop constructive and creative strategies for transformation, both at the local and global level.	• using analytical skills to identify and explain the needs of society • developing contextually relevant responses to these needs • applying these responses by proposing and implementing transformational processes and programmes	• ability to understand and integrate local and international theological perspectives and questions in the context of Christianity as a worldwide phenomenon • ability to identify societal needs in the African and global context, particularly with respect to the needs of marginalised persons and issues e.g., the environment, the role of women, the poor, development.

Critical cross-field outcomes:

The **12** critical cross-field outcomes prescribed by SAQA were used in designing the exit level outcomes of the Qualification.

Critical cross-field outcomes A learner who obtains the Master of Divinity Degree can:	Associated assessment criteria In the form of tasks in study material, written assignments, portfolio tasks, projects, case studies and examinations, learners will be assessed on their ability to:
1. Identify, analyse, formulate and solve problems, showing responsible decisions informed by critical and creative thinking.	• demonstrate the ability to do creative Biblical interpretation by applying recognised exegetical methods in specific contexts and by critically evaluating other interpretations. • approach problems of historical and systematic interpretation in theology by analysing theologies in relation to their respective ecclesial, cultural, economic, social and political contexts. • address church and community problems by using creative contextual approaches to ministry.
2. Work effectively with others as a member of a team, group, organisation, community.	• show evidence of playing a moral and constructive role in a faith community and the community at large. • demonstrate evidence of the ability to

		communicate effectively in a community
3.	Organise and manage oneself and one's activities responsibly and effectively .	• demonstrate the requisite study skills and learning strategies at an advanced level. • organise their own study plans and engage in independent study and research. • demonstrate and ability to think systematically, creatively and independently.
4.	Collect, analyse, organise and critically evaluate information .	• use library and other resources effectively to complete tasks. • construct an academic essay at an advanced level by integrating information from a variety of sources. • act responsibly as a scholar (i.e. by using recognised reference techniques and by avoiding plagiarism). • critically evaluate theological theories, experiences, examples, etc.
5.	Communicate effectively, using visual, mathematical and/or language skills in the modes of oral and/or written presentation.	• produce coherent and persuasive forms of written, oral and new media communication • express theological insights creatively in critical engagement with their own culture and worldview
3.	Use science and technology effectively and critically, showing responsibility towards the environment and the health/well-being of others	• use information technology (computers, word processors, databases, internet) appropriately and efficiently in gathering their data and writing research papers • reveal sensitivity and maturity in responding to ethical challenges • formulate concrete and creative responses to community problems and issues relating to issues such as globalisation, poverty, marginalisation.
7.	Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation	• show respect for personal, cultural, and theological diversity, and take into consideration the religious diversity • demonstrate and understanding of the relatedness between problems of a particular faith community and the wider community of Christian faith and other faiths
}.	Reflect on and explore a variety of strategies to learn more effectively	• show awareness of how personal biases influence one's knowledge of and attitude to people and situations. • show an understanding of different methodologies and types of sources, and an

		ability to make informed choices concerning different research strategies
9.	Participate as responsible citizens in the life of local, national and global communities	• show commitment to the well-being of society by developing well-informed ethical stances on community issues • play a responsible and constructive role in a faith community
10.	Show cultural and aesthetic awareness across a range of social contexts	• demonstrate tolerance towards and engagement with diversity and the opinions of others • demonstrate awareness of the role *of* cultural differences in Biblical interpretation • display the ability to understand the cultural and contextual roots of differences between theologies • cooperate with people of other churches and different theological approaches, and demonstrate awareness of and constructive engagement with other religions, **so** that cooperation in addressing societal issues is enhanced
11.	Explore education and career opportunities .	• compare and evaluate various options for further study and research • become involved accountably in Christian community with a view to employment as a church or community worker or the broader community
12.	Develop entrepreneurial opportunities	• develop and inspire the skills necessary for analysis of needs and opportunities for church development and ministry to the broader society • develop the skills of social analysis, interpersonal sensitivity, imaginative intelligence, emotional maturity, and community involvement, which may lead to the creation of employment opportunities inside and outside church circles

Recognition **of** prior learning:

This Qualification can be achieved in part through recognition of prior learning of comparable level and standard completed at a locally registered and accredited or internationally recognised tertiary institution in terms of the criteria laid out in items 12 and 13 above.

Evidence can be presented in a variety of forms, including previous local or international Qualifications, academic records, reports, testimonials, work records, portfolios, videos of practice and performance records.

All such evidence should be judged according to the general principles of assessment described in the note to assessors in item **19** below.

Accreditation and moderation

Providers offering learning towards achievement of any of the outcomes that make up this Qualification must be accredited through the relevant ETQA by SAQA.

Internal moderation of assessment must take place at the point of assessment with external moderation provided by the relevant ETQA according to the moderation guidelines and the agreed ETQA procedures.

External examination of the components for this degree must include moderation by recognized experts in the specific field of study associated with internationally recognized tertiary institutions.

Assessors registered with the relevant ETQA must carry out the assessment of candidates for any of the outcomes that make up this Qualification.

Notes

Notes for assessors:
Assessors should keep the following general principles in mind when designing and conducting assessments:

- Focus the initial assessment activities on gathering evidence in terms of the main outcomes to ensure assessment is integrated rather than fragmented. The aim is to declare the person competent in terms of the Qualification purpose. Take special note of the need for integrated assessment.

- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the candidate is able to perform in the real situation.

- All assessments should be conducted in line with the following well documented principles of assessment as defined below:

Princides of *assessment:*

- *Appropriate:* The method of assessment is suited to the performance being assessed.

- *fair:* The method of assessment does not present any barriers to achievements, which are not related to the evidence.

- *Manageable:* The methods used make for easily arranged, cost-effective assessments that do not unduly interfere with learning.

- *Integrated into work or learning:* Evidence collection is integrated into the work or learning process where this is appropriate and feasible.

- *Valid:* The assessment focuses on the requirements laid down in the Standard; i.e. the assessment is fit for purpose.

- *Direct:* The activities in the assessment mirror the conditions of actual performance as closely as possible

- *Authentic:* The assessor is satisfied that the work being assessed is attributable to the person being assessed.

- *Sufficient:* The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.

- *Systematic:* Planning and recording is sufficiently rigorous to ensure that assessment is fair.

- *Open:* Learners can contribute to the planning and accumulation of evidence. Assessment candidates understand the assessment process and the criteria that apply.

- *Consistent:* The same assessor would make the same judgement again in similar circumstances. The judgement made is similar to the judgement that would be made by other assessors.

International comparisons

The MDiv Qualification standard is comparable to similar Qualifications from around the world with regard to outcomes and assessment criteria, the level of depth and complexity involved in the study process, and with due regard to notional learning time.

The MDiv (equivalent to the Master of Ministry) is offered in many parts of the world as an advanced theological degree for those who have attained the level of Honours Bachelor of Ministry or Honours Bachelor of Theology (e.g. the University of Otago in New Zealand). It could also be compared with the Master of Theology degees offered in Scottish Universities (e.g. St. Andrew's), which is not a research degree.

The MDiv is also offered by the range of institutions offering theology in the United States and Canada (e.g. Harvard Divinity School and other members of the Boston Theological Institute; the San Francisco Theological Seminary and other members of the Graduate Theological Union in Berkeley; Chicago Theological Seminary and other members of the Chicago Association of Theological Schools), as a first theological degree for those who have completed a broad, non-specialist first degree equivalent to SAQA level 8.1. Some institutions in South Africa will use this degree to articulate with other Honours level Qualifications at SAQA level 8.1, with appropriate curricula and recognition of prior learning.

SOUTH
AFRICAN
QUALIFICATIONS
AUTHORITY

NATIONAL QUALIFICATIONS FRAMEWORK

Established in terms of Act 58 of 1995

Doctor of Philosophy: Theology (Ph D)

NQF Level: **8**

Credits: **360**

6. Field: Human and Social Studies

Sub-field: Religious and Ethical Foundations of Society

Issue date:

Review date:

Purpose of the Qualification:

The purpose of the Qualification is primarily to equip persons for vocations of teaching
and research in various institutions, especially in theological institutions and universities,
or for the scholarly enhancement of ministerial practice. This Qualification will create
leading practitioners who contribute to the creation of new knowledge and the critique
and communication of existing knowledge, in a particular discipline or specialized field of
study or within an interdisciplinary framework. The Qualification meets the requirement
that a significant, original and substantial contribution be made at the frontiers of a
discipline or field, and that a high level of independent research capability **be**
demonstrated through a peer-reviewed thesis of international standard, which should be
publishable in some form, either entirely or in part. The Qualification will further equip
graduates with knowledge, skills and applied competence in the field of study that should
provide opportunities for continued personal growth, gainful economic activity and
rewarding contribution to society.

Rationale for the Qualification:

The Qualification provides for the national and international need for scholars, educators, facilitators and leaders to educate and train graduates, to creatively challenge existing configurations of knowledge and to support the disciplines and relevant professions in theology. It therefore makes a substantial and original contribution to the generation of new knowledge, constituting significant adaptation, interpretation and application of existing knowledge.

Learning assumed to be in place:

Learners who are allowed to register for this Qualification can:

- Responsibly pursue independent research
- Demonstrate awareness of the relevant conventions and guidelines for their academic purposes
- Show awareness of the conventions of scholarship in the discipline under study
- Integrate complex and specialized information from a variety of sources
- Apply appropriate heuristics
- Submit an appropriate research proposal in terms of language and style, documentation and argumentation
- Perform a comprehensive and searching review of literature and primary sources
- write a fully-fledged dissertation (with references and a bibliography) on a theological topic.

Access to the Qualification:

This Qualification recognizes formal and non-formal prior learning at NQF Level 8.

Exit level outcomes and Assessment criteria:

Exit Level Outcomes Learners will be able to	Integrative Assessment Criteria	Implied competence and range. The programme leading to the award of this Qualification aims to develop learners who demonstrate:
1. Identify, understand, interpret, integrate, apply and communicate a body of new knowledge (original research) in interaction with existing knowledge (current state of research in the field of study)	Learners should provide evidence of the required standards through: • Identifying, analyzing and solving complex and highly advanced problems by drawing on their experience and theoretical knowledge • Using their knowledge and expertise to solve problems that expand or reconfigure existing knowledge • Contributing to solving problems in a specific research area in a original way • Communicating effectively the contents of the discipline and the result of the research • Expanding, redefining and reconfiguring existing knowledge within the broader context of theology • Showing that their research can be recognized as original contributions by experts in the field of study • Presentation of a substantial and well ordered dissertation, non-print thesis or port folio for submission to external examination against international standards	• A comprehensive and systematic grasp of a discipline's or field's body of knowledge with expertise and specialist knowledge in an area at the forefront of the discipline, field or professional practice; • An ability to participate in scholarly debates at the cutting edge of an area of specialization; • An ability to effectively present and communicate the results of research and opinion to specialist and non-specialist audiences using the full resources of an academic/professional discourse •
2. Apply logical, theoretical, analytic, creative and	Learners should provide evidence of the required standards through:	• A critical understanding of the most advanced research methodologies,

systematic thinking, effectively to solve a range of problems within a focused research context.	• Generating, analyzing, evaluating and synthesizing information and concepts • Suggesting complex and advanced arguments within a major research area • Achieving a high degree of abstraction when analyzing and synthesizing information within an area of research • Attaining a high level of epistemological sophistication when reflecting on information within an area of research • Making sound evaluations on the basis of independently generated criteria • Writing up problem statements, aims and objectives, research designs, findings and conclusions in an appropriately academic manner • Applying theory to practice in the field of Theology • Showing critical acumen in evaluating sources, both primary and secondary material • Developing a logical argument • Displaying expert, innovative thought • Generating ideas at a complex level • Using and fully acknowledging the ideas of others • Clearly identifying, relating and evaluating conclusions and premises • Utilizing language competently in written and or oral conventions relevant to the discipline	techniques and technologies in a discipline/field • Substantial, independent research and advanced scholarship resulting in the (re)interpretation and expansion of knowledge which is judged by peers; • Advanced information retrieval and processing skills; • An ability to independently undertake a study and evaluation of the literature and current research in an area of specialization; • An advanced, searching and expansive critical refelction on professional theory and practise
3. Exhibit the ability to identify and address	Learners should provide evidence of the required	Applying sensitivity in culturally diverse contexts

issues of ethical action and social responsibility in the field of research	standards through: • Demonstrating a consideration of the ethics involved in research in the field	related to the field of study › Recognizing social justice issues relevant to the field of study
4. Apply principles of sound research practice in collecting, organizing and evaluating information in terms of a critical understanding of relevant research methodologies, techniques and technologies	Learners should provide evidence of the required standards through: • Demonstrating the requisite theoretical skills and learning strategies in an advanced level e Organizing a study plan e Engaging in effective time management e Evolving strategies best suited to the proposed research project • Offering sustained theoretical evidence to support independent thinking and decisions e Using scientific methods of investigation, testing and evaluation, appropriate to the field e Selecting research methods and technology to suit the needs of the research project e Drawing upon prior knowledge and personal experience as appropriate when investigating and analyzing the field of research. e Working in an interdisciplinary manner where appropriate • Demonstrating comprehensive knowledge of the field of research. e Presenting material systematically in terms of language and style,.	• An ability to apply knowledge, theory and research methods creatively to complex practical, theoretical and epistemological problems • Creative work with exegesis or other systematic approach • An ability to identify, conceptualize, design and implement research projects that address complex, ill-defined problems at the cutting edge of a theological discipline/field • The production of a thesis which meets international standards of scholarly/professional writing

	documentation and argumentation • Employing a sound, accurate, self-explanatory and consistent system of reference and layout for the thesis in accordance with the specific field of study	

Exit Level Outcomes	Integrative Assessment Criteria	Implied competence and range. Critical evidence for assessment purposes imply competence at the following:
5. Be aware of, and be able to interact constructively with, multicultural and multi -faith communities, from **a** theological perspective	From the perspective of one or more theological disciplines, demonstrate an ability to: • give a reliable account of the history and value of other faith communities • analyse the impact of cultural and religious differences on inter and intra community relations • be sensitive towards different cultures and religions	• An informed description and constructive relationship with other faith communities relevant to their field of study
6. Apply the insights of one or more disciplines to identify and critique issues of church and society	From the perspective of one or more theological disciplines, demonstrate an ability to: • use more advanced analytical skills to identify, explain and respond appropriately to issues of church and society	• The identification, analysis and appropriate response to issues in church and society (**e.g.** issues of race, class, gender, poverty, environment), from the perspective of one or more theological discipline

Autonomy of learning:

The programme leading to the award of this Qualification aims to develop learners who demonstrate:

- **A** capacity to operate autonomously in specialized, complex ill-defined and unpredictable contexts;
- Intellectual independence and research leadership through managing advanced research and development in a field professionally and ethically;
- **A** capacity to critically evaluate own and other's work on the basis of independent criteria.

Critical cross-field outcomes:

The critical cross-field outcomes indicated below are embedded and integrated in the specific outcomes of the Qualification as set out above.

Critical Cross-field Outcomes	Associated Assessment Criteria Evidence in the form of written assignments and in the writing of a dissertation, will show that graduates can:
1 PhD graduates can identify, analyse, formulate, and solve highly complex problems of living, of individual, societal and ecclesiastical kinds, creatively, autonomously and innovatively with a level of expertise beyond the requirements of NQF level 8.3.	**X** identify, formulate, analyse and solve complex problems of theological and biblical interpretation by consistently and creatively applying recognised exegetical methods in specific contexts and by critically evaluating other interpretations on the basis of independent criteria. **X** approach problems of historical and systematic interpretation in theology by critically analysing theologies in relation to their respective cultural, economic, social and political contexts. **X** address church and community problems autonomously by using creative contextual approaches.
2 PhD graduates can effectively lead a team, group, organisation and community and direct group output in tasks growing out of the field of research.	**X** indicate and evaluate the role played by colleagues in the conception and execution of their research projects. **X** indicate ways in which the application of their research findings could make a constructive and effective contribution to a faith community and society at large.
3 PhD graduates can manage, organise and prioritise their activities and commitments responsibly and effectively **so** as to succeed in completing the research within the prescribed number of years.	**X** design, organise and execute a research project, in consultation with a supervisor. **X** demonstrate the requisite research, planning and budgeting skills to complete the project success-fully.

4 PhD graduates can collect, analyse, organize and critically evaluate information at a highly advanced and highly specialized level.	X demonstrate independent research skills in one theological discipline. X employ a practical system of gathering, storing, retrieving and processing information, in order to make effective use of literature and other sources of information in their research. X write a coherent and well-structured dissertation by integrating and processing information and insights from a wide variety of sources. X use a recognised system of reference techniques and refrain from plagiarism. X critically evaluate the key publications in their field of research and include a survey of such literature in their dissertation.
5 PhD graduates can communicate effectively using visual and/or language skills in the mode of oral and/or written presentation, in an academical/professional discourse.	X produce a coherent and well-argued written dissertation as well as a persuasive oral presentation of the research to specialist and non-specialist audiences using the full resources of academical/professional discourse. X Participate in scholarly debates in the area of specialization
6 PhD graduates can use science and technology effectively, innovatively and critically with a high level of expertise, showing responsibility towards the environment and health and well-being of others, in community, national and global contexts.	X use information technology (computers, word processors, databases, internet) appropriately and efficiently in gathering their data and writing their dissertations. X relate their research to the urgent social, ecological and economic problems facing their communities in the context of globalisation.
7 MTh graduates can demonstrate a conceptualized understanding of the world as a complex 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.	X show respect for personal, cultural, theological and religious diversity. X conduct their research on an interdisciplinary basis. X demonstrate a comprehensive, conceptualized and systematic grasp of their fields of specialisation with expertise.
8 PhD graduates can analyze, reflect on and explore a variety of strategies to learn more effectively.	X show evidence that they considered various research approaches/methods, and provide convincing reasons for the approach they adopted.
9 PhD graduates can participate as responsible and leading citizens in the life of local, national and global communities and religious groups.	X show and facilitate commitment to the well-being of society by developing well-informed ethical stances on community issues. X play a responsible and constructive role in a faith community and society.

10 PhD graduates can be culturally and aesthetically sensitive across the range of social contexts.	X understand of the role played by cultural, political, social, economic and gender differences in their research. X express respect for the diversity of theological and other opinions that exist in their fields of research. **X** display intercultural competence in the execution of their research as well as in the formulation of their findings. X cooperate meaningfully and respectfully with people of other churches, theological traditions and religions in the implementation of their research findings.
11 PhD graduates can independently explore education and career opportunities by drawing on the expertise, knowledge, skills and attitudes they acquired in obtaining this Qualification.	**X** identify priorities and opportunities for further research in their fields of specialisation. **X** argue options for further research. **X** offer their expertise, skills, knowledge and research findings to faith communities and other organisations, with a view to possible employment and/or creating employment as a church, religious, or community worker.
12 PhD graduates can innovatively develop entre-preneurial opportunities by draw-ing on the expertise, knowledge, skills and attitudes acquired in obtaining this Qualification.	**X** develop the applicable skills of creativity, social analysis, interpersonal sensitivity, imaginative intelligence, emotional maturity, and community involvement, which could be of great help in finding or creating employment outside church circles.

Accreditation and moderation

Providers offering learning towards achievement of any of the outcomes that make up this Qualification must be accredited through the relevant ETQA by SAQA.

Internal moderation of assessment must take place at the point of assessment with external moderation provided by the relevant ETQA according to the moderation guidelines and the agreed ETQA procedures.

External examination of the components for this degree, particularly the thesis component, must include moderation by recognized experts in the specific field of study associated with internationally recognized tertiary institutions.

Assessors registered with the relevant ETQA must carry out the assessment of candidates for any of the outcomes that make up this Qualification.

Notes

Notes for assessors:

Learning and assessment are integrated. During integrated assessments, assessors make use of a range of formative and summative tools, methods and assess combinations of practical, applied, foundational and reflective competencies. Assessment must include both internal and external moderation of assessments at exit points of the Qualification. Moderation should also encompass achievement of the competence described in the exit level outcomes in the Qualification

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'International comparability:

The PhD Qualification standard is comparable to similar Qualifications from around the world with regard to outcomes and assessment criteria, the level of depth and complexity involved in the study process, and with due regard to notional learning time.

The Qualification matrix and articulation of the BTh, Honours BTh, MDiv (parallel to MMin), MDip (parallel to PgDipTh), MTh and PhD degrees is particularly close to the existing practice in universities of the highest calibre in Australia and New Zealand (e.g. Flinders University, Otago University, and with some variations, Aukland University), as well as universities in Wales (Cardiff, Lampeter and Bangor), and the MTh degree offered through Serampore College of Calcutta University by theological institutions in India, and the MTh degree offered in Central and South American theological institutions (e.g. Escola Superior de Teologia in São Leopoldo, Brazil).

While research doctoral programmes in many countries are designated Doctor of Theology, the SAQA degree framework is specifically designated a Doctor of Philosophy (PhD), to indicate its understanding of theological studies as located within the broad range of the human and social sciences. The Exit Level Outcomes of the PhD in

Christian Theology are thus equivalent to those in all the other fields of the human and social sciences in South Africa.