

# **CALENDAR 2014**

FACULTY OF THEOLOGY  
UNDERGRADUATE AND POSTGRADUATE

**Potchefstroom Campus**

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**PLEASE MENTION YOUR UNIVERSITY NUMBER IN ALL CORRESPONDENCE**

The General Academic Rules of the University, to which all students are subject and which apply to all the qualifications presented by the University, appear in a separate volume on the web: <http://www.puk.ac.za/jaarboek/index.html>.

**Please note:** Although the information in this Calendar has been compiled as accurately as possible, the Council and Senate of the University accept no responsibility for incorrect data which may appear in it. It remains the particular responsibility of each student to familiarise him- or herself with the timetable and possible overlapping of modules before he or she makes a final selection of modules. If some of the modules selected by a student overlap, it means that that particular combination of modules is not allowed.

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## OFFICE BEARERS

### DEAN

Prof Dr JJ Janse van Rensburg (MA (Greek), ThD (PU vir CHO))

### DIRECTORS OF SCHOOLS

#### SCHOOL OF ANCIENT LANGUAGE AND TEXT STUDIES

Prof Dr MR Dirksen (MA, D.Litt et Phil (RAU))

#### SCHOOL OF MINISTERS' TRAINING

Vacant

#### SCHOOL OF BIBLICAL COUNSELLING AND CHURCH MINISTRY

Dr AA Genade (Hons BTh (UP), MA (New Testament) (UP), PhD (UVS))

### SUBJECT GROUP CHAIRPERSONS

#### Ancient Text and Language Studies:

Mr A Lamprecht (MA, BTh, PhD (UVS))

#### Dogmatology:

Prof Dr HG Stoker (Hons BA, ThD (PU vir CHO))

#### Ecclesiology:

Prof Dr J Smit (BA, ThB, MTh, PhD (NWU))

#### Missiology:

Prof Dr PJ Buys (BA, ThD (PU vir CHO))

#### New Testament:

Prof Dr GJC Jordaan (ThB, MA, DLitt (PU vir CHO))

#### Old Testament:

Prof Dr PP Krüger (MA, ThD (PU vir CHO))

#### Practical Theology:

Prof Dr G Breed (BA, ThD (PU vir CHO))

### QUALIFICATION PROGRAMME LEADERS

BA in Pastoral Counselling and Psychology – Prof Dr GA Lotter

BTh in Biblical Studies – Rev LH Moretsi

BTh in Church Planting Rev LH Moretsi

BTh in Church Ministry - Rev LH Moretsi

BTh in Pastoral Counselling - Rev LH Moretsi

BTh in Theological Fundamentals - Rev LH Moretsi

BTh in Bible Languages Rev LH Moretsi

BTh (Open) – Mr MJ Bornman

Extended BTh - Rev LH Moretsi

Hons BA in Theology – Dr AA Genade

Hons BA in Ancient Languages – Mr A Lamprecht

Hons BTh – Prof Dr PP Krüger

MDiv – Prof Dr FW de Wet

MTh – Prof Dr HG Stoker

MA – Prof Dr HG Stoker

PhD – Prof Dr HG Stoker

### QUALIFICATION PROGRAMME LEADERS FROM 2015

BA in Ancient Languages – Mr A Lamprecht

BTh – Rev LH Moretsi

BDiv – Prof Dr PP Krüger

Hons BTh – Dr AA Genade

Hons BA in Ancient Languages – Mr A Lamprecht

Post Graduate Diploma in Christian Theology – Prof Dr FW de Wet

Post Graduate Diploma in Christian Theology and Ministry – Dr PC van der Walt

MA – Prof Dr HG Stoker

MDiv – Dr SP van der Walt

MTh – Prof Dr HG Stoker

PhD – Prof Dr HG Stoker

### MANAGER THEOLOGY OPEN LEARNING PROGRAMMES

Mr MJ Bornman (BTh, MA (NWU))

### ADMINISTRATIVE MANAGER

Mrs A Moerdyk (HOD(S) (PU vir CHO))

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Prof Dr C Wessels  
TSA Chairperson

## **DIRECTOR OF RESEARCH**

Prof Dr FW de Wet (BA, ThD (PU vir CHO))

## **MANAGER M- AND D-PROGRAMMES**

Prof Dr HG Stoker (Hons BA, ThD (PU vir CHO))

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**Ancient Texts: Text, Context and Reception:** Mr A Lamprecht (MA, BTh (UVS))

**Moral Development of the South African Society:** Prof Dr JM Vorster (DPhil, ThD (PU vir CHO))

**Practical Theological Perspectives:** Prof Dr FW de Wet (BA, ThD (PU vir CHO))

**Ecclesiological Perspectives:** Prof Dr J Smit (BA, ThB, MTh, PhD (NWU))

**Missiological Perspectives:** Prof Dr HG Stoker (Hons BA, ThD (PU vir CHO))

**Bibliological and Hermeneutical Perspectives:**

Prof Dr GJC Jordaan (MA, BTh, DLitt (PU vir CHO))

**Child and Youth Ministries:**

Prof Dr G Breed (BA, ThD (PU vir CHO))



## **T.1 FACULTY RULES**

### **T.1.1 AUTHORITY OF THE A-RULES**

The faculty rules in this Calendar, which apply to the various qualifications, programmes and curricula of this faculty, are subject to the General Rules of the University as determined from time to time by the Council of the University on the recommendation of Senate, and must therefore be read in conjunction with the General Rules.

### **T.1.2 FACULTY-SPECIFIC RULES**

Faculty rules are subject to the General Academic Rules (A-rules) of the University and must be read in conjunction with them. The A-rules are available on the home page of the North-West University (<http://www.nwu.ac.za>), at: Potchefstroom Campus/Student life/Academic/A Rules. Printed copies are available from the Director: Academic Administration.

### **T.1.3 WARNING AGAINST PLAGIARISM**

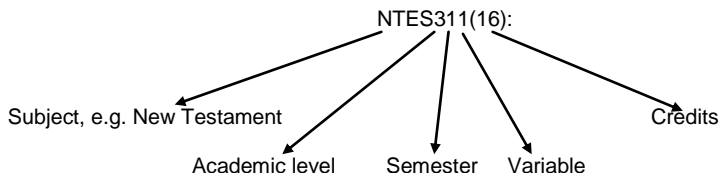
Assignments are individual tasks and not group activities (unless explicitly indicated as group activities). For further details see: <http://www.puk.ac.za/beheer-bestuur/beleid-reels/index.html>

### **T.1.4 CAPACITY RESTRICTIONS**

Please note that, due to specific capacity restrictions, the University reserves the right to select students for admission to certain fields of study. This implies that prospective students who comply with the minimum requirements for admission will not necessarily be admitted to a specific course.

### **T.1.5 MODULES AND CREDITS**

Each qualification consists of a number of modules, with credit values of 4 or multiples of 4. One credit represents an equivalent of 10 study hours. Each module code consists of a four-letter subject abbreviation, followed by three digits, and then two sets of digits in parentheses, e.g.



Also, consult the A-regulations.

### T.1.6

## THE NATIONAL QUALIFICATION FRAMEWORK (NQF) AND HIGHER EDUCATION QUALIFICATION FRAMEWORK (HEQF)

The National Qualification Framework (NQF), which includes the Higher Education Qualification Framework (HEQF) is the following (the number in brackets indicates the minimum credits for the qualification):

Degree	Level	Degree	Level
National Senior Certificate	4		
Higher Certificate (120)	5	Baccalaureus (120) I	5
Advance Certificate (120)	6	Baccalaureus (120) II	6
Advance Diploma (120)	7	Baccalaureus (120) III	7
Post Graduate Diploma (120)	8	Honours (120) and Baccalaureus IV (120)	8
		Magister (180)	9
		Doctor (360)	10

### T.1.7

## CONTACT SESSIONS

As a general rule, the following holds:

For the first three semesters (two semesters at level 1 and the first semester at level 2), the typical number of theory classes for each 4-credit module is two periods per week. For a 16-credit module, the maximum number of theory periods is four per week.

For all following semesters, the typical number of theory periods for each 8-credit module is one per week. For 16- and 24-credit modules, the maximum number of theory periods is two and three per week, respectively.

### T.1.8

## MINIMUM PARTICIPATION OF STUDENTS IN CONTACT SESSIONS

In the Faculty, one of two models applies, as explained in the particular study guide:

Model 1: Attendance of scheduled contact meetings is compulsory. In the case of contact modules, students may normally be absent, for a valid reason, from at most one third of the classes scheduled for a module (unless other arrangements have been made with regard to a particular module). In all cases of absence, students must submit a written valid reason for their absence, either before the commencement class or as soon as possible thereafter, to the director of the relevant School.

Model 2: In certain modules, as explained in the particular study guide, class attendance does not in itself count as an admission requirement. In such modules, the work of students (open learning and contact) for each seminar is evaluated in terms of the assignment documents, which have to be submitted via eFundi by a prearranged time before the scheduled time of the specific seminar. The study guide of each module explains the practical application of this principle.

A participation voucher for admission to the examination is issued only when students have fulfilled the above-mentioned requirements for contact session attendance.

## **T.1.9 RECOGNITION OF PRIOR LEARNING**

**T.1.9.1** The North-West University accepts the principle underlying outcome-based, resource-based and life-long learning, in which consideration of articulation and mobility plays a significant role. The University also endorses the viewpoint that recognition of prior learning, whether obtained through formal teaching and learning programmes at this or another institution or acquired informally (by experience), is an indispensable element in the decision concerning admission to a programme and recognition of credits with the goal of placement in a specific chosen teaching and learning programme of the University.

**T.1.9.2** In recognition of prior learning, the yardstick is the demonstrable knowledge and learning an applicant has obtained, either through formal teaching and learning programmes, or through experience. At all times the question remains: What level of skill, evaluated in the context of the NQF exit-level skills, is required for the envisaged teaching and learning programme or the modules within it, or for the status for which the applicant is applying. Therefore, it is not just about the experience an applicant has on his or her record. Recognition of prior learning is awarded based on the applied skills the applicant demonstrates in the application in the light of the outcomes that must be achieved with the chosen programme.

**T.1.9.3** The North-West University accepts that recognition of prior learning within the normal, existing policy on allowing the recognition of credits to prospective or existing students - whether of this or another institution - should and must be conducted validly, reliably and fairly.

**T.1.9.4** When applying for recognition of prior learning, the applicant has to pay a non-refundable administrative fee as periodically determined by the University.

## **T.1.10 REGISTRATION**

Registration is the prescribed, completed process a student has to go through to be registered as a student of the University.

A student admitted to the University registers annually for the period of the study of a specific programme, at the time and place determined by the University for this purpose. The process consists of the payment of the prescribed registration fee, the completion of the registration form and the obtaining of the necessary signatures on the registration form.

The registration form is submitted to the registration department, where upon proof of registration is issued.

## **T.1.11 EVALUATION OF ACADEMIC LITERACY**

**In order to evaluate their ability to function in an academic environment, all undergraduate students who register at the University for the first time must report for a compulsory skills test in academic literacy, at a time and place determined by the University. The purpose of this test is to identify students who, due to inadequate academic skills, may fail to complete their study programme within the stipulated period.**

Students have the option of writing the compulsory skills test in English or in Afrikaans. With the exception of students who are identified as borderline cases by the test, each student has only one opportunity to write the test. Students who are regarded as borderline cases, will be granted a second opportunity to

write the test. It is the student's responsibility to establish his/her result within 14 days of writing the test and to register for the correct module and in the correct semester.

Students who are regarded as at-risk cases must register for the module AGLA111 [Afrikaans] or AGLE111 [English] depending upon the language in which the compulsory skills test was written. These modules are not calculated in terms of curriculum credits, but the credits earned in this way are regarded as additional credits.

Admission to the examination for AGLA111 / AGLE111 requires a participation mark of 35%. Students who are not admitted to the examination for AGLA111 / AGLE111 or who fail the relevant examination as well as two or more other modules, will have to be re-evaluated by the Evaluation Committee if they want to continue their studies in the following semester. In order to avoid the termination of studies, AGLA111/AGLE111 must be completed at the end of the student's second historic year, at the very latest.

Admission to the module AGLA121 / AGLE121, which is compulsory for all students who register at the University for the first time, requires that a student should first complete AGLA111 / AGLE111 and must obtain a mark of at least 40% for AGLA111 / AGLE111. The modules AGLA121 / AGLE121 constitute a value of 12 credits that form part of the curriculum for which the student has registered, and must be taken in the language in which the compulsory skills test and AGLA111 / AGLE111 were taken.

AGLA/E121 consists of three papers, viz. Academic Literacy, Computer and Information Skills and Reading Skills. There is a subminimum in each of the three components. The student must pass each of the three components in the same semester in which he/she has registered for the module in order to pass the module.

Students who failed the module AGLA111 / AGLE111, but were allowed to continue with AGLA121 / AGLE121 and who passed the examination in this module, may have the result of AGLA111 / AGLE111 condoned by the relevant School Director to allow for a pass mark in the module.

Students who have already successfully completed a module [s] / course[s] equivalent to AGLA111, 121 / AGLE111, 121 at another institution and can provide proof of this qualification, may apply in writing to the Head of the Centre for Academic and Professional Language Practice for formal recognition.

## **T.1.12        SPECIFIC ADMISSION REQUIREMENTS FOR MODULES FROM OTHER FACULTIES**

### **T.1.12.1      German**

- a) GERM111 and GERB111 are beginners' courses. No prior knowledge of German is required to register for these modules, but students must have a matriculation exemption certificate.
- b) Students who passed matric German with a final mark of 65% or higher or have obtained a certificate equal to level A2 of the Common European Framework of Reference for Languages from an accredited language learning institution may not register for GERM111/121.
- c) Students with prior knowledge of German, but who do not have official proof of proficiency, will be required to partake in an admission test. The

results of this test will determine whether a student will be allowed to register for GERM111/121.

#### T.1.12.2

##### English

- a) ENLS111 (practical module): It is strongly recommended that students with a matriculation result below 60% in English as a second language (L2), or a result below 50% in English as a first language (L1) should register for this module.
- b) ENLL111 (academic module): It is strongly recommended that students with a matriculation result of 60% or more in English as a second language (L2), or a result of 50% or more in English as first language (L1) should register for this module.
- c) ENLL121: To register for the second semester academic module (ENLL121), a student must have obtained a mark of 60% or more for the corresponding module of the first semester (ENLL111). Students who failed to obtain 60% or more for ENLL111 will be transferred to the practical module of the second semester (ENLS121). However, the English subject group can consider special cases for admission to ENLL121.
- d) Students who are registered for the academic modules are required to report for supplementary reading evaluations in the reading laboratory. Students who have not achieved the required skills level will have to follow supplementary reading programmes.

#### T.1.13

##### TRAINING OF MINISTERS: REFORMED CHURCHES IN SA

Students who wish to register for the Candidate Certificate of the Reformed Churches in South Africa must undergo the ecclesiastical screening process, conducted by the Curators of the Theological School Potchefstroom, well in advance (before the commencement of their studies). This screening is usually scheduled during September and October of the year prior to the first year of study. (More information on this is available at the administrative office of the Theological School: Tel. 018-299 1846/7, e-mail [antoine.t.moerdyk@nwu.ac.za](mailto:antoine.t.moerdyk@nwu.ac.za))

These students follow the prescribed academic programme of the NWU that coincides extensively with the academic work of the Candidate Certificate: BTh in Bible Languages (Candidates 1-3), Hons BTh (Candidates 4), MDiv (Candidates 5) and Candidates 6 of the Candidate Certificate. Students may choose to register simultaneously for Candidates 6 and for MTh. MTh students will then receive recognition for the corresponding modules of Candidates 6; this recognition applies to 64 of the 128 credits of MTh.

#### T.1.14

##### PASTOR TRAINING AFM

Students who wish to train for the ordained ministry in the AFM must complete the following prescribed selection procedure **before** the beginning of their studies.

Prospective students must register via the AFM for the NWU's BTh qualification programme presented according to the agreement between the AFM and the NWU's Faculty of Theology (see T.2.14.3 below). The qualification programme fulfils the minimum academic requirements of the AFM.

After their academic training, students must complete an AFM-guided internship (MIL) as preparation for their ordination. During their internship students are guided by a senior AFM pastor to experience the practical side of the ministry

and their involvement in it. They must apply to the AFM for their internship during their final year of academic preparation.

In other words, students follow the AFM BTh qualification programme. A number of whole modules in this programme are written from a Pentecostal perspective, others contain sections which differentiate between a Reformed and a Pentecostal perspective, and in some there is no differentiation. As with all NWU qualification programmes, the AFM BTh qualification programme meets the requirements of NWU's SAQA registered outcomes.

AFM students are guided by lecturers of the AFM and/or lecturers approved by the AFM. Students must attend the contact sessions arranged and/or approved by the AFM. Assessment in order to establish the participation mark of each paradigm-specific module or paradigm-specific section of a module is arranged by the AFM according to the assessment policy of the Faculty of Theology. The assessment of examination papers is arranged by the Faculty of Theology in consultation with the AFM.

The selection of AFM students to register for the AFM BTh qualification programme takes place during September and October of the year prior to the commencement of studies. More information can be obtained at [pts@telkomsa.net](mailto:pts@telkomsa.net) or 011 830 2553. The application of a student to register at the NWU for the AFM BTh qualification programme in order to be admitted to ordained ministry in the AFM, will only be recognised by AFM if the application includes an AFM admission document.

## **T.1.15 TRAINING FOR THE MINISTRY: OTHER DENOMINATIONS**

Information on theological training for the ministry in the Dutch Reformed Church, and the Nederduits-Hervormde Church and other denominations can be obtained from the Administrative Manager of the Faculty of Theology: Tel. 018 299 1847, e-mail [Antoinett.Moerdyk@nwu.ac.za](mailto:Antoinett.Moerdyk@nwu.ac.za)

## **T.1.16 PRACTICAL WORK**

Participation in the practical work associated with specific modules is compulsory, and the practical work must be completed to the satisfaction of the Director of the School concerned, before the degree will be conferred.

## **T.1.17 EVALUATION**

In the BTh, Honours, MDiv, MTh, MA and PhD programmes (excluding the mini dissertations, dissertations and theses) a system of continuous evaluation is consistently employed in which the following assessment methods are used: self-evaluation exercises, written and oral tests and examinations, essays, assignments, oral presentations, class discussions and critical evaluations of books and articles.

Formative as well as summative evaluation is integrated in this process. For every examination, internal examiners and moderators are appointed by the ExCo of the Faculty of Theology. The evaluation method for each separate module is explained in the study guide of the specific module.

In the MA, MTh and PhD qualifications, students have to complete a mini dissertation, dissertation or thesis. This will be examined by at least one internal examiner and one external examiner for the Masters, and at least one internal and two external for the PhD, appointed by Senate.

## **T.1.18 SOUTH AFRICAN SIGN LANGUAGE**

### **T.1.18.1 Rational for presenting South African Sign Language (SASL) as module(s) in Theological programmes**

Before 1994, SASL<sup>1</sup> was not recognised as the language of the Deaf community. Although the hearing community and the government during that time did not recognise it, it continued to exist. This situation did, however, have as a result, that few public domains and general information was accessible for the Deaf<sup>2</sup> community; including churches and spiritual gatherings. Although SASL was written into the constitution of the new government upon onset of their governance, as the language of the Deaf community (it is the so-called 12<sup>th</sup> “official language” of SA), there are still only a small handful of professional people fluent in Sign Language. Through the history of the Deaf community of SA, going to church, access to pastoral counselling amongst others, have always been a stumbling block; partly because of the incorrect assumptions regarding Sign Language and the hearing community's ignorance in the culture of this minority-language group.

Over the years, the Deaf community has become a field of ministry, specifically because few churches are accessible for them and partly because the community is scattered across the country. And even after 17 years of democracy the theological field is still mainly inaccessible to the Deaf community.

It is our responsibility, as institutional institution – with the needed knowledge, skills and resources – to become involved in the community in our close vicinity. We have the opportunity to train professional people in the field of theology in SASL, so that they can in future make a difference when standing in their profession, giving spiritual guidance to the Deaf community. Inaccessibility because of language, deprives the Deaf child and adult of the opportunity to have the choice of becoming part of a spiritual community. When we deliver high quality preachers, pastoral counsellors, church creators etc. whom is fluent in Sign Language, we will make a significant contribution to the Deaf community as a whole.

### **T.1.18.2 Module-content of South African Sign Language**

SASL is presented as language subject in the School of Languages since 2011 as 12-credit module. See the Calendar of Arts, available at the following link:

<http://www.puk.ac.za/opencms/export/PUK/html/jaarboek/2011/lw-2011-voorgaads-engels.pdf>

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<sup>1</sup> The official name of the language used by the Deaf community of South Africa, is “South African Sign Language”, SASL

<sup>2</sup> Deaf” with a “D” refers to members of the Deaf community and the Deaf culture who uses SASL as their first language

**T.1.19****EXAMINATION SUBMINIMUM, RATIO OF PARTICIPATION MARK  
AND EXAMINATION MARK**

Module code	Participation Mark : Examination Mark	Participation Mark subminimum	Examination: subminimum
ANTS671(30)			50%
ANTS672(8)	70:30	40%	45%
BYBL111(8)	60:40	40%	45%
BYBL122(20)	70:30	40%	45%
BYBL212(16)	60:40	40%	45%
BYBL222(16)	60:40	40%	45%
BYBL312(20)	60:40	40%	45%
DOGM211(16)	50:50	40%	45%
DOGM221(16)	50:50	40%	45%
DOGM311(16)	50:50	40%	45%
DOGM321(8)	50:50	40%	45%
DOGM611(8)	50:50	40%	45%
DOGM672(16)	50:50	40%	45%
DOGM811(8)	50:50	40%	45%
DOGM821(8)	50:50	40%	45%
ETIE121(8)	50:50	40%	45%
ETIE211(16)	50:50	40%	45%



Module code	Participation Mark : Examination Mark	Participation Mark subminimum	Examination: subminimum
ETIE311(16)	50:50	40%	45%
ETIE621(8)	50:50	40%	45%
ETIE672(16)	50:50	40%	45%
ETIE821(8)	50:50	40%	45%
ETIE875(8)	50:50	40%	45%
GRKS112(12)	70:30	40%	45%
GRKS113(16)	70:30	40%	45%
GRKS121(16)	70:30	40%	45%
GRKS211(16)	70:30	40%	45%
GRKS221(16)	70:30	40%	45%
GRKS312(8)	70:30	40%	45%
GRKS322(8)	70:30	40%	45%
GRKS611(8)	70:30	40%	45%
GRKS621(8)	70:30	40%	45%
GRKS671(24)	70:30	40%	45%
GRKS672(24)	70:30	40%	45%
GRKS673(24)	70:30	40%	45%
GRKS674(24)	70:30	40%	45%
GRKS675(24)	70:30	40%	45%
HERM322(12)	70:30	40%	45%
HERM875(8)	50:50	40%	45%
HOML211(8)	50:50	40%	45%
HOML611(8)	50:50	40%	45%
HOML622(8)	50:50	40%	45%
HOML821(8)	50:50	40%	45%
KATE211(16)	50:50	40%	45%
KATE212(8)	50:50	40%	45%
KATE621(8)	50:50	40%	45%
KATE672 (Only SWO) (16)	50:50	40%	45%
KDGE121(8)	50:50	40%	45%
KDGE211(16)	50:50	40%	45%
KDGE221(16)	50:50	40%	45%
KDGE311(16)	50:50	40%	45%
KDGE312(12)	50:50	40%	45%
KDGE321(16)	50:50	40%	45%
KDGE611(8)	50:50	40%	45%
KDGE672(16)	50:50	40%	45%
KDGE821(8)	50:50	40%	45%
KERG611(8)	50:50	40%	45%
KERG671(16)	50:50	40%	45%
KERG672 (Only SWO)(16)	50:50	40%	45%
KERG811(8)	50:50	40%	45%
KERG875(8)	50:50	40%	45%

Module code	Participation Mark : Examination Mark	Participation Mark subminimum	Examination: subminimum
LATN112(12)	70:30	40%	45%
LATN122(12)	70:30	40%	45%
LATN211(16)	70:30	40%	45%
LATN221(24)	70:30	40%	45%
LATN311(24)	70:30	40%	45%
LATN321(32)	70:30	40%	45%
LATN671(24)	70:30	40%	45%
LATN672(24)	70:30	40%	45%
LATN673(24)	70:30	40%	45%
LATN674(24)	70:30	40%	45%
LATN675(24)	70:30	40%	45%
LATN676(24)	70:30	40%	45%
LATN677(24)	70:30	40%	45%
LITK221(16)	50:50	40%	45%
LITK611(8)	50:50	40%	45%
LITK671(16)	50:50	40%	45%
LITK811(8)	50:50	40%	45%
MISS211(8)	50:50	40%	45%
MISS213(8)	50:50	40%	45%
MISS221(16)	50:50	40%	45%
MISS311(16)	50:50	40%	45%
MISS312(8)	50:50	40%	45%
MISS321(16)	50:50	40%	45%
MISS621(8)	50:50	40%	45%
MISS672(16)	50:50	40%	45%
MISS811(8)	50:50	40%	45%
MISS821(8)	50:50	40%	45%
MISS875(8)	50:50	40%	45%
NTES111(8)	60:40	40%	45%
NTES121(16)	70:30	40%	45%
NTES211(16)	70:30	40%	45%
NTES221(16)	70:30	40%	45%
NTES311(16)	50:50	40%	45%
NTES321(16)	50:50	40%	45%
NTES322(8)	50:50	40%	45%
NTES612(8)	70:30	40%	45%
NTES621(8)	70:30	40%	45%
NTES673(20)			
Sec A	70:30	40%	45%
Sec B	70:30	40%	45%
Sec C	70:30	40%	45%
NTES811(16)			
Sec A-C	70:30	40%	45%
Sec D-F	50:50	40%	45%

Module code	Participation Mark : Examination Mark	Participation Mark subminimum	Examination: subminimum
NTES821(8)	50:50	40%	45%
NTES875(16)	70:30	40%	45%
OTES111(8)	60:40	40%	45%
OTES121(16)	60:40	40%	45%
OTES211(16)	60:40	40%	45%
OTES221(16)	60:40	40%	45%
OTES311(16)	60:40	40%	45%
OTES321(16)	60:40	40%	45%
OTES322(8)	60:40	40%	45%
OTES612(8)	60:40	40%	45%
OTES621(8)	60:40	40%	45%
OTES674(20)	50:50	40%	45%
OTES811(16)	60:40	40%	45%
OTES821(8)	60:40	40%	45%
OTES875(16)	60:40	40%	45%
PAST121(8)	50:50	40%	45%
PAST211(8)	50:50	40%	45%
PAST221(16)	50:50	40%	45%
PAST311(16)	50:50	40%	45%
PAST321(16)	50:50	40%	45%
PAST322(24)	50:50	40%	45%
PAST621(8)	50:50	40%	45%
PAST671(16)	50:50	40%	45%
PAST822(8)	70:30	40%	45%
SEMT112(12)	70:30	40%	45%
SEMT113(16)	70:30	40%	45%
SEMT121(16)	70:30	40%	45%
SEMT211(16)	70:30	40%	45%
SEMT221(16)	70:30	40%	45%
SEMT312(8)	70:30	40%	45%
SEMT322(8)	70:30	40%	45%
SEMT611(8)	70:30	40%	45%
SEMT621(8)	70:30	40%	45%
SEMT671(24)	70:30	40%	45%
SEMT672(24)	70:30	40%	45%
SEMT673(24)	70:30	40%	45%
SEMT674(24)	70:30	40%	45%
SEMT675(24)	70:30	40%	45%
SEMT676(24)	70:30	40%	45%
SEMT677(24)	70:30	40%	45%
SEMT678(24)	70:30	40%	45%
TEKS321(12)	50:50	40%	45%
TEOL111(8)	50:50	45%	45%
TNAV671(8)	50:50	50%	45%

## **T.1.20 PASS REQUIREMENTS OF A CURRICULUM**

A curriculum is successfully completed when each individual component module has been passed.

## **T.1.21 OPEN LEARNING CENTRES OF THE FACULTY OF THEOLOGY**

The Faculty of Theology has contractual relationships with the theological training institutions listed below. According to this agreement the Faculty utilizes the facilities of the relevant institution as open learning centre, and contracts qualifying staff of the institution as staff of the NWU, to present the agreed upon qualification programmes of the NWU at the open learning centre.

Application for admission to a specific qualification programme that the NWU offers at an open learning centre, must be done on the prescribed NWU-application form through the administration of the open learning centre.

Once admitted, a student has to register for a curriculum, as facilitated by the administration of the open learning centre.

NWU programmes in Theology are presented at the following open learning centres, as stipulated below:

<b>Institution</b>	<b>Headquarters</b>	<b>Qualifications</b>
1. Apostolic Faith Mission of SA	Pretoria, South Africa	BTh, Hons BA, MA, PhD
2. Auckland Park Theological Seminary	Johannesburg, South Africa	Hons BA, MA, PhD
3. Baptist Theological College	Randburg, South Africa	PhD
4. Evangelical Bible College, Western Cape	Western Cape	BTh, Hons BA
5. Instituto Biblico Protugues	Santo Antão do Tojal, Portugal	BTh, Hons BA, MA, PhD
6. Reformed Institute for Theological Training*	Kenia	BTh
7. Taberna Dei Academic	Polokwane, Limpopo	BTh, Hons BA
8. Africa School of Missions	White Rivier, Mpumalanga	BTh, Hons BA
9. Kaleideo Academy	Kempton Park, Gauteng	BTh, Hons BA
10. St John's Anglican Seminary	Kitwe, Zambia	BTh, Hons BA

\* Agreements currently (2013-09-11) in process of finalisation

## **T.1.22 INSTITUTIONS WITH WHICH THE FACULTY OF THEOLOGY HAS CONTRACTUAL AGREEMENTS**

The Faculty of Theology has contractual relationships with the theological training institutions listed below. According to the agreement the Faculty offers certain degrees of the North-West University in collaboration with these institutions. Application for admission to a specific qualification programme, must be done on the prescribed NWU application form via the administration of the institution.

Once admitted, a student has to register for a curriculum, as facilitated by the administration of the institution.

NWU programmes in Theology are presented at the following institutions, as stipulated below:

<b>Institution</b>	<b>Headquarters</b>	<b>Qualifications</b>
1. Bible Institute of SA	Kalk bay, South Africa	BTh, Hons BA, MA
2. Church Ministries Institute (Cape Town)	Cape Town, South Africa	BTh, Hons BA, MA
3. Church Ministries Institute (Gauteng)	Johannesburg, South Africa	BTh, Hons BA
4. Dumisani Theological Institute and Bible School	Kingwilliamstown, South Africa	BTh
5. George Whitefield College	Muizenberg, South Africa	Hons BA, MA
6. Greenwich School of Theology	Clarborough, UK	BTh, Hons BA, Hons BTh, MA, MTh, PhD
7. Hefsiba (Igreja Reformada Mozambique)	Lilongwe, Mozambique	BTh, Hons BA
8. John Wycliffe Theological College	Randburg, South Africa	BTh
9. Mukhanyo Bible College	KwaMahlangu, South Africa	Hons BA
10.Nairobi College of Intercultural Studies and Theology	Kenia	BTh
11.Reformed Theological College Uganda	Kampala, Uganda	BTh, Hons BA
12.Trinity College of Nigeria	Eket, Nigeria	BTh

### T.1.23

### MANAGEMENT UNITS IN THE FACULTY

School	OE-Code	Programme
School of Ancient Language and Text Studies	1308	<b>Programme</b> Hons BA in Ancient Languages
School of Ministers' Training	1307	<b>Programme</b> BTh in Bible Languages Hons BTh MDiv
School of Biblical Counselling and Church Ministry	3109	<b>Programme</b> BTh BTh in Biblical Studies BTh in Church Planting BTh in Church Ministry BTh in Pastoral Counselling BTh in Theological Foundations BA in Pastoral Counselling and Psychology Hons BA in Theology
Research Unit	1309	<b>Programme</b> MA, MTh, PhD  <b>Research Sub Programmes</b> Moral Renewal of Society Ancient Text Studies Practical Theological Perspectives Ecclesiological Perspectives Missiological Perspectives Bibliological & Hermeneutical Perspectives Child and Youth Ministries

### T.1.24

### QUALIFICATIONS, PROGRAMMES AND CURRICULA

#### Abbreviations:

DM: Delivery mode

F: Full time

P: Part time

CA: Cooperation agreements

OL: Open Learning

FIRST BACCALAUREUS DEGREES					
Qualification	Programme	Programme code	Curriculum code	Delivery mode	NQF-level
Baccalaureus Artium (BA)	BA in Pastoral Counselling and Psychology	100153	T302P	F	7
Baccalaureus Theologiae (BTh)	BTh Extended Programme	341111	T301P	F	7
	BTh in Biblical Studies	341104	T301P	F, OL, CA	7
	BTh in Church Planting	341105	T301P	F, OL, CA	7
	BTh in Church Ministry	341106	T301P	F, OL, CA	7
	BTh in Pastoral Counselling	341107	T301P	F	7
	BTh in Theological Foundations	341108	T301P	F, OL, CA	7
	BTh in Bible Languages	341109	T301P	F	7
	BTh	341110	T301P	CA	7

HONOURS DEGREES					
Qualification	Programme	Programme code	Curriculum code	Delivery Mode	NQF-level
Honours Baccalaureus Artium (Hons BA)	Theology	102145	T626P	F, P, OL, CA	8 8 8 8
Honneurs Baccalaureus Artium in Ancient Languages (Hons BA (Ancient Languages))		102184	T602P	F, P	8
	Bible Languages	102141	T602P	F, P	8
Honours Baccalaureus Theologiae (Hons BTh)	Hons BTh	342100	T624P	F, CA – GST	8
M DEGREES					
Qualification	Programme and programme code		Curriculum code	Delivery Mode	NQF-level
Magister Divinitatus (MDiv) A professional qualification in Christian Theology and Ministry	343100		T801P	F, CA – GST	9
Magister Theologiae (MTh) Advanced research study in Christian Theology and Ministry	Dogmatics	344102	T802P	F, P, CA – GST	9
	Ethics	344103	T803P	F, P, CA – GST	9
	Homiletics	344104	T804P	F, P, CA – GST	9
	Catechetics	344105	T805P	F, P, CA – GST	9
	Church and Dogma History	344106	T806P	F, P, CA – GST	9
	Church Polity	344107	T807P	F, P, CA – GST	9
	Liturgics	344108	T808P	F, P, CA – GST	9
	Missiology	344109	T809P	F, P, CA – GST	9
	New Testament	344110	T810P	F, P, CA – GST	9
	Old Testament	344111	T811P	F, P, CA – GST	9
	Pastoral Studies	344112	T812P	F, P, CA – GST	9
Magister Artium (MA) Research study in Christian Theology or Greek or Semitic Languages or Latin	With dissertation (96 credits)				
	Dogmatics	103150	T813P	F, P, CA – GST, CMI (CT), GWC, BISA	9
	Ethics	103151	T814P	F, P, CA – GST, CMI (CT), GWC, BISA	9
	Greek	103152	T815P	F, P, CA – GST, CMI (CT), GWC, BISA	9
	Homiletics	103153	T816P	F, P, CA – GST, CMI (CT), GWC, BISA	9
	Catechetics	103154	T817P	F, P, CA – GST, CMI (CT), GWC, BISA	9
	Church and Dogma History	103155	T818P	F, P, CA – GST, CMI (CT), GWC, BISA	9

M DEGREES					
Qualification	Programme and programme code	Curriculum code	Delivery Mode	NQF-level	
	Church Polity	103156	T819P	F, P, CA - GST, CMI (CT), GWC, BISA	9
	Latin	103163	T847P	V, D	9
	Liturgics	103157	T820P	F, P, CA - GST, CMI (CT), GWC, BISA	9
	Missiology	103158	T821P	F, P, CA - GST, CMI (CT), GWC, BISA	9
	New Testament	103159	T822P	F, P, CA - GST, CMI (CT), GWC, BISA	9
	Old Testament	103160	T823P	F, P, CA - GST, CMI (CT), GWC, BISA	9
	Pastoral Studies	103161	T824P	F, P, CA - GST, CMI (CT), GWC, BISA	9
	Semitic Languages	103162	T825P	F, P, CA - GST, CMI (CT), GWC, BISA	9
	<b>With Mini Dissertation (48 credits) (Not Potchefstroom Campus)</b>				
	Dogmatics	103150	T826P	CA - GST, CMI (CT), BISA	9
	Ethics	103151	T827P	CA - GST, CMI (CT), BISA	9
	Greek	103152	T833P	CA - GST, CMI (CT), BISA	9
	Homiletics	103153	T828P	CA - GST, CMI (CT), BISA	9
	Catechetics	103154	T834P	CA - GST, CMI (CT), BISA	9
	Church and Dogma History	103155	T829P	CA - GST, CMI (CT), BISA	9
	Church Polity	103156	T835P	CA - GST, CMI (CT), BISA	9
	Liturgics	103157	T836P	CA - GST, CMI (CT), BISA	9
	Missiology	103158	T830P	CA - GST, CMI (CT), BISA	9
	New Testament	103159	T831P	CA - GST, CMI (CT), BISA	9
	Old Testament	103160	T832P	CA - GST, CMI (CT), BISA	9
	Pastoral Studies	103161	T837P	CA - GST, CMI (CT), BISA	9
	Semitic Languages	103162	T838P	CA - GST, CMI (CT), BISA	9
Magister Artium (MA) Research study in Christian Theology	<b>With Mini Dissertation (48 credits) (GWC only)</b>				
	Dogmatics	103150	T839P	CA - GWC	9
	Ethics	103151	T840P	CA - GWC	9
	Homiletics	103153	T841P	CA - GWC	9
	Church and Dogma History	103155	T842P	CA - GWC	9
	Missiology	103158	T843P	CA - GWC	9
	New Testament	103159	T844P	CA - GWC	9



	Old Testament	103160	T845P	CA - GWC	9
	Pastoral Studies	103161	T846P	CA - GWC	9
<b>PHD DEGREES</b>					
<b>Qualification</b>	<b>Programme and Programme code</b>		<b>Curriculum code</b>	<b>Delivery Mode</b>	<b>NQF-level</b>
Philosophiae Doctor (PhD) Specialist research study in Christian Theology or Greek or Semitic Languages or Latin	Dogmatics	307104	T901P	F, P, CA – GST	10
	Ethics	307015	T902P	F, P, CA – GST	10
	Greek	307106	T903P	F, P, CA – GST	10
	Homiletics	307107	T904P	F, P, CA – GST	10
	Catechetics	307108	T905P	F, P, CA – GST	10
	Church and Dogma History	307109	T906P	F, P, CA – GST	10
	Church Polity	307110	T907P	F, P, CA – GST	10
	Latin	307117	T914P	F, P, CA – GST	10
	Liturgics	307111	T908P	F, P, CA – GST	10
	Missiology	307112	T909P	F, P, CA – GST	10
	New Testament	307113	T910P	F, P, CA – GST	10
	Old Testament	307114	T911P	F, P, CA – GST	10
	Pastoral Studies	307115	T912P	F, P, CA – GST	10
	Semitic Languages	307116	T913P	F, P, CA – GST	10

## **T.2 RULES FOR THE DEGREE BACCALAUREUS THEOLOGIAE (BTh)**

This qualification can be obtained in one of several programmes through different methods of presentation.

During their study, students may change the programme for which they have registered, provided they obtain written permission from the Director of the appropriate School.

### **T.2.1 NQF-LEVEL, AND NUMBER OF CREDITS AT THE VARIOUS LEVELS**

BTh is an NQF-level 7 qualification with a minimum of 360 credits.

### **T.2.2 DURATION (MINIMUM AND MAXIMUM DURATION)**

The minimum duration of the study period for this qualification is three years full time. The maximum period is four years, provided that students may apply for an extension of the period.

### **T.2.3 PROGRAMME: CHRISTIAN THEOLOGY**

The object of the programme is to present a basic introduction to and overview of Christian Theology and Ministry, aimed at everyone who is interested in ministry, pastoral counselling, Biblical Studies, ethical orientation and establishment of values, community development, as well as individuals who only have an academic interest in the study of Theology. The aim is to qualify persons to work effectively in an international and multicultural context. The curricula include the following themes to equip learners: ethical aspects of human rights, creative Bible instruction to children, cross-cultural enrichment in worship, central themes in the African Christian theology, cultural and aesthetic sensitivity to a variety of social relations, and practical application of the principles and interpretation of the Bible to HIV/AIDS, gender issues, ecology, property rights, sexual morality and child abuse.

At present many ministers and pastoral workers lack adequate training. There is a growing need for knowledge of the Bible, ways to communicate with people of other religious beliefs, and the upliftment of the poor and people who have to cope with difficult living conditions. This programme equips learners to participate in, for instance, upliftment programmes in South African society, and to create values and entrench them in leaders who can in turn implement these values in accordance with the bill of fundamental rights.

In the compilation of this programme, job opportunities and the human resources needs of the country were taken into consideration. The programme prepares learners for specialised postgraduate studies.

### **T.2.4 ADMISSION REQUIREMENTS**

According to Academic Rule 2.2 the admission requirements for all formal academic qualifications offered by the University are set out in the Admission Policy as approved by Senate and Council ([http://www.nwu.ac.za/webftr\\_send/24749](http://www.nwu.ac.za/webftr_send/24749)).

This means that all school-end certificates have to be endorsed to indicate that the minimum statutory requirements for obtaining admission to B-degree

studies at a university in the RSA have been met. The Faculty nevertheless reserves the right to apply further screening, the results of which will be used to consider the applications of candidates for admission.

## **T.2.5 ARTICULATION AND EXIT POINTS**

### **T.2.5.1 Articulation for further study**

The BTh degree provides admission to Honours BTh (provided the final year of the BTh Bible Languages curriculum was completed with an average of at least 65%), Honours BA (Theology) or Honours BA (Bible Languages) or Honours BA (Latin) (provided enough credits were obtained in the specified Bible Language or Latin modules).

### **T.2.5.2 Articulation to and from other institutions**

This is coordinated by the *Forum for University Theological Education (FUTE)*. This forum is representative of the Faculties of Theology and Departments of Religious Education from all the South African universities. The compilation of programmes, standards and curriculum outcomes is discussed here until consensus is reached. For further information, visit our web: <http://www.puk.ac.za/faculties/theology/sacte.html>

### **T.2.5.3 Exit points**

None

## **T.2.6 EXAMINATION (SEE A.2.4)**

### **T.2.6.1 Calculation of Participation Mark**

The participation mark for a module is compiled from evaluations of participation in seminars, tests, assignments and practical work, as specified in the study guide of the module.

### **T.2.6.2 Admission to the Examination**

Entrance to the examination in any module is gained by obtaining a participation voucher, issued by the School Director, after all the requirements of the specific curriculum and/or the module have been met.

### **T.2.6.3 Participation Voucher and Participation Mark**

A participation voucher, which grants the holder entrance to the examination in a module, will only be issued after a learner has met the requirements as set out in the specific module to the satisfaction of the director of the school, who acts in consultation with the subject chairperson. The calculation of the participation mark is explained in the study guide of the module.

### **T.2.6.4 Module Mark**

The module mark is calculated according to the ratio between the participation mark and the examination mark, as indicated in T.1.19.

### **T.2.6.5 Pass Requirements of the Programme**

The subminimum for the participation mark and the examination mark, as well as the ratio between the participation mark and the examination mark for all modules, is indicated at the beginning of the Calendar. The required pass mark for a module is 50%. A curriculum is successfully completed when a student has passed all its individual components

### T.2.6.6 Pass with Distinction (See A.2.5.2)

An undergraduate qualification is conferred with distinction where the student completes the degree in the minimum period and has achieved an average of 75% in all the core modules identified for this purpose in the applicable faculty rules. For purposes of calculating the average, modules completed at other institutions and that are recognised as such by the NWU, must be taken into account.

### T.2.6.7 Repetition of Modules

Students can sit twice maximum for examination in any module within twelve months following the initial date of registration for that module, after which time they will have to register anew for that module.

### T.2.6.8 List of Modules

Module code	Descriptive name	Requirements	Cr
AFL111	Afrikaans: Taal sonder grense	-	12
AFL121	Afrikaanse en Nederlandse Taal- en Literatuurstudie: Die wetenskaplike proses	AFL111	12
AFL211	Afrikaans en Nederlands: Raamwerke vir Taal- en Literatuurstudie	AFL121	16
AGL111	Inleiding tot Akademiese Geletterdheid		12
AGL121	Akademiese Geletterdheid	AGL111	12
AGL111	Introduction to Academic Literacy		12
AGL121	Academic Literacy	AGL111	12
ATSN111	Basic Tswana Structures	-	12
ATSN121	Tswana Grammatical Structures	ATSN111	12
DOGM211	Dogmatics: From the Doctrine of Scripture to the Doctrine of Sin	-	16
DOGM221	Dogmatics: Christology to Eschatology		16
DOGM311	Dogmatics: Modern Theologians and their Value for the Ministry	TEOL111	16
DOGM321	Dogmatics: The Institution of Calvin	TEOL111	8
ENLL111	Introduction to Literary Genres (I)	-	12
ENLL121	Introduction to Literary Genres (II) and Grammatical Analysis	ENLL111	12
ENLL211	Development of Literary Genres (I)	ENLL121	16
ENLS111	English for Specific Purposes	-	12
ETIE121	Fundamentals of Ethics	-	8
ETIE211	Human Rights	ETIE121	16
ETIE311	Relevant Ethical Themes	ETIE211	16
GERM111	Elementary German 1		12
GERM121	Elementary German 2	GERM111	12
GRKS112	Greek Grammar I	-	12
GRKS113	Greek Language Competence	-	16
GRKS121	Greek Grammar II	GRKS112	16
GRKS211	Greek Grammar III, and Semantics	GRKS121	16
GRKS221	Greek Composition and New Testament Textual Criticism	GRKS211	16
GRKS312	Greek Translation and Textual Analysis	GRKS221	8
GRKS322	Greek Translation and Textual Analysis	GRKS312	8
HERM322	Introduction to Theological Hermeneutics	GRKS112/3, NTES111, OTES111, SEMT112/3	12
HOML211	Scriptural Fundamentals of Homiletics	-	8

Module Code	Descriptive Name	Requirements	Cr
KATE211	Biblical Fundamentals of Catechetics	-	16
KATE212	Creative Biblical Instruction		8
KDGE121	Fundamentals of Church and Dogma History	-	8
KDGE211	Early Christian and Mediaeval Churches	-	16
KDGE221	The Reformation and Modern Church and Dogma History	-	16
KDGE311	South African Church History	KDGE121	16
KDGE312	Church History: The Reformation	KDGE121	12
KDGE321	Church History: The Reformation	KDGE121	16
LATN112	Latin for Everyone	-	12
LATN122	Judicial and Church Latin	LATN112	12
LATN211	Latin Authors and Roman History	LATN122	16
LITK221	Elements of the Liturgy	-	16
MISS211	Relationship between Mission and Theology	-	8
MISS221	Mission as an Africa Initiative	-	16
MISS213	Mission and Counselling	-	8
MISS311	Missionary Apologetics	MISS211	16
MISS312	Theory of the Intercultural Communication of the Gospel	MISS211	8
MISS321	Intercultural Communication of the Gospel	MISS211	16
NTES111	Introduction to the New Testament: History and General Canonics	-	8
NTES121	The Synoptic Gospels	GRKS112/3 and NTES111	16
NTES211	Introduction to New Testament Exegesis and the Sociohistorical Context of the New Testament	GRKS112/3 and NTES111	16
NTES221	Acts, General Epistles, Hebrews and the Pauline Epistles	GRKS112/3 and NTES111	16
NTES311	General Canonics, Pauline Epistles	GRKS112/3 and NTES111	16
NTES321	Key Themes of Revelation History, the Johannine Writings	GRKS112/3 and NTES111	16
NTES322	Key Themes of Revelation History: General Canonics of the New Testament	GRKS112/3 and NTES111	8
OTES111	Introduction to the Old Testament: Origin and Structure	-	8
OTES121	Narrative Text: The Early Prophets	SEMT112/3 and OTES111	16
OTES211	Introduction to the Interpretation of the Old Testament and the Pentateuch	SEMT112/3 and OTES121	16
OTES221	Prophetic Literature	SEMT112/3 and OTES211	16
OTES311	Interpretation of the Writings: (Ketubim)	SEMT112/3 and OTES221	16
OTES321	The Old Testament: Special Themes and the Old Testament and Ministry	SEMT112/3 and OTES311	16

Module Code	Descriptive Name	Requirements	Cr
OTES322	Introduction to Interpretation of the Old Testament	SEMT2212 and OTES111	8
PAST121	Pastoral Counselling	-	8
PAST211	Development of Pastoral Skills	-	8
PAST221	Pastoral Treatment of Marriage and the Family	-	16
PAST311	Pastoral Cases in Counselling	-	16
PAST321	Pastoral Treatment of Stress, Trauma and Inner Healing	-	16
PAST322	The Person of the Pastoral Counsellor: Spirituality, Mentorship and Supervision	-	24
PHIL211	Reality and knowledge	-	16
PHIL221	History of Philosophy	-	16
SEMT112	Biblical Hebrew Grammar I and Geographical Context	-	12
SEMT113	Biblical Hebrew Linguistic Skill	-	16
SEMT121	Biblical Hebrew Grammar II	SEMT112	16
SEMT171	Biblical Hebrew Grammar I and Geographical Context	-	12
SEMT211	Biblical Hebrew Grammar III	SEMT121	16
SEMT221	Biblical Hebrew Grammar IV and Conceptual Language System	SEMT211	16
SEMT312	Biblical Hebrew Language Structure and Textual Study	SEMT221	8
SEMT322	Biblical Hebrew Textual Study and Comparative Textual Study	SEMT312	8
TEKS321	Textual Criticism of the Old the New Testament	SEMT221 and GRKS221	12
TEOL111	Introduction to Theology	-	8

## T.2.7 BACCALAUREUS THEOLOGIAE – EXTENDED PROGRAMME (NO NEW STUDENTS ACCEPTED AS FROM 2012)

Programme code: 341111

DM: F

Curriculum code: T301P

**Language medium:** This curriculum is presented in English and Afrikaans.

The programme focuses on Bible Languages for the training of ministers with advanced basic education in Greek and Semitic Languages.

### T.2.7.1 Programme outcomes

Students should be able to do the following as a result of a basic introduction to and overview of Christian Theology:

- Function effectively in facets of one or more of the following: valid interpretation and application of the Bible (with aids), church ministry, pastoral counselling, ethical orientation and establishment of values, community development.
- Read and grammatically analyse and interpret the Hebraic/Aramaic Old Testament, the Greek New Testament, other contemporary Greek documents, the Vulgate and other Latin documents.
- Function in a multicultural and international context,
- Register for Honours BTh or Hons BA (Bible Languages).

### T.2.7.2 Composition<sup>1</sup>

Year level 1			
First semester		Second semester	
Module code	Credits	Module code	
	GRKS171		12
	SEMT171		12
AFL111/ENLS111	12	GERM121	12
GERM111	12	AGLA121/AGLE121	12
<b>Total 1st semester</b>	<b>24</b>	<b>Total 2nd semester</b>	<b>48</b>
Year level 2			
First semester		Second semester	
Module code	Credits	Module code	
	GRKS271		16
	SEMT271		16
NTES111	8	KDGE121	8
OTES111	8	PAST121	8
TEOL111	8	ETIE121	8
<b>Total 1st semester</b>	<b>24</b>	<b>Total 2nd semester</b>	<b>56</b>

<sup>1</sup> To be proficient in Sign Language, give each in the ministry (either a minister/pastor, pastoral counselor) the ability to preach the gospel to the Deaf. Each student is therefore strongly advised to incorporate those modules in Sign Language in addition to his/her curriculum.

Year level 3			
Module code	Credits	Module code	
GRKS211	16	GRKS221	16
SEMT211	16	SEMT221	16
MISS211	8	LATN122	12
LATN112	12	PHIL221	16
HOML211	8		
KATE212	8		
<b>Total 1st semester</b>	<b>68</b>	<b>Total 2nd semester</b>	<b>60</b>
Year level 4			
Module code	Credits	Module code	Credits
GRKS312	8	DOGM321	8
SEMT312	8	GRKS322	8
LATN211	16	SEMT322	8
KDGE312	12	HERM322	12
PHIL211	16	NTES322	8
		OTES322	8
		TEKS321	12
<b>Total 1st semester</b>	<b>60</b>	<b>Total 2nd semester</b>	<b>64</b>
<b>TOTAL</b>			<b>404</b>



## T.2.8 BACCALAUREUS THEOLOGIAE IN BIBLICAL STUDIES

Programme code: 341104

DM: F, OL, CA

Curriculum code: T301P

**Language medium: This curriculum is presented in English and Afrikaans.**

Basic introduction to and overview of Christian Theology and Ministry, focusing on Biblical Studies (OT and NT). This curriculum articulates upwards to Honours BA in Theology or Biblical Studies.

### T.2.8.1 Programme Outcomes

Students who pass BTh Biblical Studies are generally able to do the following independently:

- a) show that their orientation to Christian Theology and Ministry is sound
- b) read and interpret the Old and New Testament in the original languages through the use of tools and with consideration of the original context. This implies that they are able to do the following:
  - show that they have insight into the Specific Canonic and the revelational significance of all the Bible books
  - exploit any theme from the perspective of Revelation History in the Bible
  - do exegesis of any pericope in a Bible book with a view to the ministry of the Word (preaching, catechesis and pastoral counselling).

### T.2.8.2 Composition<sup>1</sup>

Year level 1 <sup>2</sup>		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
GRKS113	16	DOGM211	16	DOGM311	16
SEMT113	16	HOML211	8	MISS312	8
NTES111	8	MISS211	8	NTES311	16
OTES111	8	NTES211	16	OTES311	16
AFL111/ENLS111 <sup>3</sup>	12	OTES211	16	PHIL211	16
TEOL111	8				
<b>Total 1st semester</b>	<b>68</b>	<b>Total 1st semester</b>	<b>64</b>	<b>Total 1st semester</b>	<b>72</b>
Second semester		Second semester		Second semester	
AGLA121/AGLE121	12	DOGM221	16	DOGM321	8
KDGE121	8	MISS221	16	HERM322	12
NTES121	16	NTES221	16	KDGE221	16
OTES121	16	OTES221	16	NTES321	16
PAST121	8	PHIL221	16	OTES321	16
<b>Total 2nd semester</b>	<b>60</b>	<b>Total 2nd semester</b>	<b>80</b>	<b>Total 2nd semester</b>	<b>68</b>
<b>TOTAL</b>					<b>412</b>

<sup>1</sup> To be proficient in Sign Language, give each in the ministry (either a minister/pastor, pastoral counselor) the ability to preach the gospel to the Deaf. Each student is therefore strongly advised to incorporate those modules in Sign Language in addition to his/her curriculum.

<sup>2</sup> All undergraduate contact students who register for the first time at the University, must report for a compulsory academic literacy skills test. All other undergraduate students are obliged to register and pass the module AGLE111, before they can continue with AGLA/AGLE121. (See T1.11)

<sup>3</sup> AFL111/ENLS111 is only available on the Potchefstroom Campus, as contact module. Distance students register for KDGE312 in stead of AFL111/ENLS111.

## T.2.9

## BACCALAUREUS THEOLOGIAE IN CHURCH PLANTING

Programme code: 341105

DM: F, OL, CA

Curriculum code: T301P

**Language medium:** This curriculum is presented in English and Afrikaans.

Basic introduction to and overview of Christian Theology and Ministry, focusing on Missiology and Practical Theology. This programme articulates upwards to Honours BA in Theology.

### T.2.9.1

#### Programme Outcomes

Students who obtain BTh in Church Planting are generally able to do the following independently:

- show that their orientation to Christian Theology and Ministry is sound
- read and interpret the Old and New Testament in the original languages through the use of tools and with consideration of the original context. This implies that they are able to do the following:
  - show that they have insight into the Specific Canonics and revelation significance of most Bible books and are able to study the rest the books from this perspective
  - exploit any theme from the perspective of Revelation History in the Bible
  - do exegesis of any pericope in a Bible book with a view to the ministry of the Word (preaching, catechesis and pastoral counselling)
- integrate basic theoretical principles for various missionary situations in their own approach to church planting
- take the first step at a practical-theoretical level in the planning and implementation of a church-planting project.

### T.2.9.2

#### Composition<sup>1</sup>

Year level 1 <sup>2</sup>		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
GRKS113	16	DOGM211	16	KDGE211	16
SEMT113	16	HOML211	8	MISS311	16
NTES111	8	MISS211	8	PAST311	16
OTES111	8	NTES211	16	PHIL211	16
AFL111/ENLS111 <sup>3</sup>	12	OTES211	16		
TEOL111	8	ATSN111	12		
<b>Total 1st semester</b>	<b>68</b>	<b>Total 1st semester</b>	<b>76</b>	<b>Total 1st semester</b>	<b>64</b>
Second semester		Second semester		Second semester	
AGLA121/AGLE121	12	DOGM221	16	DOGM321	8
KDGE121	8	MISS221	16	HERM322	12
NTES121	16	ATSN121	12	KDGE221	16
OTES121	16	NTES221	16	OTES221	16
PAST121	8	PHIL221	16	MISS321	16
ETIE121	8				
<b>Total 2nd semester</b>	<b>68</b>	<b>Total 2nd semester</b>	<b>76</b>	<b>Total 2nd semester</b>	<b>68</b>
<b>TOTAL</b>					<b>420</b>

<sup>1</sup> To be proficient in Sign Language, give each in the ministry (either a minister/pastor, pastoral counselor) the ability to preach the gospel to the Deaf. Each student is therefore strongly advised to incorporate those modules in Sign Language in addition to his/her curriculum.

<sup>2</sup> All undergraduate contact students who register for the first time at the University, must report for a compulsory academic literacy skills test. All other undergraduate students are obliged to register and pass the module AGLE111, before they can continue with AGLA/AGLE121. (See T1.11)

<sup>3</sup> AFL111/ENLS111 is only available on the Potchefstroom Campus, as contact module. Distance students register for KDGE312 in stead of AFL111/ENLS111.

## T.2.10 BACCALAUREUS THEOLOGIAE IN CHURCH MINISTRY

Programme code: 341106

DM: F, OL, CA

Curriculum code: T301P

**Language medium: This curriculum is presented in English and Afrikaans.**

Basic introduction to and overview of Christian Theology and Ministry, focusing on Practical Theology. This curriculum articulates upwards to Honours BA in Theology.

### T.2.10.1 Programme Outcomes

Students who obtain BTh Church Ministry are generally able to do the following independently:

- a) show that their orientation to Christian Theology and Ministry is sound
- b) read and interpret the Old and New Testament in the original languages through the use of tools and with consideration of the original context. This implies that they are able to do the following:
  - show that they have insight into the Specific Canonics and revelational significance of most Bible books and are able to study the rest of the books from this perspective
  - exploit any theme from the perspective of Revelation History in the Bible
  - do exegesis of any pericope in a Bible book with a view to the ministry of the Word (preaching, catechesis and pastoral counselling)
- c) integrate basic theoretical principles for the fields of work in the church with their own approach to church ministry
- d) formulate and implement basic theories for the practice of church ministry.

### T.2.10.2 Composition<sup>1</sup>

Year level 1 <sup>2</sup>		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
GRKS113	16	DOGM211	16	KDGE211	16
SEMT113	16	HOML211	8	MISS312	8
NTES111	8	MISS211	8	PAST311	16
OTES111	8	NTES211	16	PHIL211	16
AFL111/ENLS111 <sup>3</sup>	12	OTES211	16	KATE211	16
TEOL111	8				
<b>Total 1st semester</b>	<b>68</b>	<b>Total 1st semester</b>	<b>64</b>	<b>Total 1st semester</b>	<b>72</b>
Second semester		Second semester		Second semester	
AGLA121/AGLE121	12	DOGM221	16	DOGM321	8
KDGE121	8	OTES221	16	HERM322	12
NTES121	16	NTES221	16	KDGE221	16
OTES121	16	PHIL221	16	LITK221	16
PAST121	8			PAST321	16
ETIE121	8				
<b>Total 2nd semester</b>	<b>68</b>	<b>Total 2nd semester</b>	<b>64</b>	<b>Total 2nd semester</b>	<b>68</b>
<b>TOTAL</b>					<b>404</b>

<sup>1</sup> To be proficient in Sign Language, give each in the ministry (either a minister/pastor, pastoral counselor) the ability to preach the gospel to the Deaf. Each student is therefore strongly advised to incorporate those modules in Sign Language in addition to his/her curriculum.

<sup>2</sup> All undergraduate contact students who register for the first time at the University, must report for a compulsory academic literacy skills test. All other undergraduate students are obliged to register and pass the module AGLE111, before they can continue with AGLA/AGLE121. (See T1.11)

<sup>3</sup> AFL111/ENLS111 is only available on the Potchefstroom Campus, as contact module. Distance students register for KDGE312 in stead of AFL111/ENLS111.

## T.2.11 BACCALAUREUS THEOLOGIAE IN PASTORAL COUNSELLING

Programme code: 341107

DM: F

Curriculum code: T301P

**Language medium: This curriculum is presented in English and Afrikaans.**

Basic introduction to and overview of Christian Theology and Ministry, focusing on Pastoral Counselling. This curriculum articulates upwards to Honours BA in Theology.

### T.2.11.1 Programme Outcomes

Students who obtain BTh Pastoral Counselling are generally able to do the following independently:

- a) show that their orientation to Christian Theology and Ministry is sound
- b) read and interpret the Old and New Testament in the original languages through the use of tools and with consideration of the original context. This implies that they are able to do the following:
  - show that they have insight into the Specific Canonics and revelational significance of most Bible books and are able to study the rest of the books from this perspective
  - exploit any theme from the perspective of Revelation History in the Bible
  - do exegesis of any theme, problem and/or Bible text with a view to pastoral counselling
- c) integrate basic theoretical principles of the essence and characteristic progress of the pastoral process with their own approach to pastoral counselling
- d) take the first steps in applying their pastoral skills in various pastoral situations.

### T.2.11.2 Composition<sup>1</sup>

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
GRKS113	16	PAST211	8	AFL1211/ENLL211	16
SEMT113	16	ETIE211	16	PAST311	16
NTES111	8	MISS213	8	PHIL211	16
OTES111	8	NTES211	16	KATE211	16
AFL1111/ENLL111	12	OTES211	16		
TEOL111	8				
<b>Total 1st semester</b>	<b>68</b>	<b>Total 1st semester</b>	<b>64</b>	<b>Total 1st semester</b>	<b>64</b>
Second semester		Second semester		Second semester	
AGLA121/AGLE121	12	AFL121/ENLL121	12	PAST321	16
NTES121	16	OTES221	16	PAST322	24
OTES121	16	NTES221	16		
PAST121	8	PHIL221	16		
ETIE121	8	PAST221	16		
<b>Total 2nd semester</b>	<b>60</b>	<b>Total 2nd semester</b>	<b>72</b>	<b>Total 2nd semester</b>	<b>40</b>
<b>TOTAL</b>					<b>372</b>

<sup>1</sup> To be proficient in Sign Language, give each in the ministry (either a minister/pastor, pastoral counselor) the ability to preach the gospel to the Deaf. Each student is therefore strongly advised to incorporate those modules in Sign Language in addition to his/her curriculum.

## T.2.12 BACCALAUREUS THEOLOGIAE IN THEOLOGICAL FUNDAMENTALS

Programme code: 341108

DM: F, OL, CA

Curriculum code: T301P

**Language medium: This curriculum is presented in English and Afrikaans.**

Fundamental introduction to and overview of Christian Theology and Ministry, focusing on Dogmatics, Ethics and Church and Dogma History. This programme articulates upwards to Honours BA in Theology.

### T.2.12.1 Programme Outcomes

Students who obtain BTh Theological Foundations are generally able to do the following independently:

- a) show that their orientation to Christian Theology and Ministry is sound
- b) read and interpret the Old and New Testament in the original languages through the use of tools and with consideration of the original context. This implies that they are able to do the following:
  - show that they have insight into the Specific Canonic and revelational significance of most Bible books and are able to study the rest of the books from this perspective
  - exploit any theme from the perspective of Revelation History in the Bible
  - do exegesis of any theme or problem with a view to the systematisation of the revelation in the Bible, and evaluate existing dogmas on this basis

### T.2.12.2 Composition<sup>1</sup>

Year level 1 <sup>2</sup>		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
GRKS113	16	DOGM211	16	DOGM311	16
SEMT113	16	ETIE211	8	ETIE311	16
NTES111	8	MISS211	8	KDGE311	16
OTES111	8	NTES211	16	OTES211	16
AFL111/ENLS111 <sup>3</sup>	12	KDGE211	16	PHIL211	16
TEOL111	8				
<b>Total 1st semester</b>	<b>68</b>	<b>Total 1st semester</b>	<b>64</b>	<b>Total 1st semester</b>	<b>80</b>
Second semester		Second semester		Second semester	
AGLA121/AGLE121	12	DOGM221	16	DOGM321	8
KDGE121	8	KDGE221	16	HERM322	12
NTES121	16	NTES221	16	KDGE321	16
OTES121	16	PHIL221	16	OTES221	16
PAST121	8			MISS221	16
ETIE121	8				
<b>Total 2nd semester</b>	<b>68</b>	<b>Total 2nd semester</b>	<b>64</b>	<b>Total 2nd semester</b>	<b>68</b>
<b>TOTAL</b>					<b>412</b>

<sup>1</sup> To be proficient in Sign Language, give each in the ministry (either a minister/pastor, pastoral counselor) the ability to preach the gospel to the Deaf. Each student is therefore strongly advised to incorporate those modules in Sign Language in addition to his/her curriculum.

<sup>2</sup> All undergraduate contact students who register for the first time at the University, must report for a compulsory academic literacy skills test. All other undergraduate students are obliged to register and pass the module AGL111, before they can continue with AGLA/AGLE121. (See T1.11)

<sup>3</sup> AFL111/ENLS111 is only available on the Potchefstroom Campus, as contact module. Distance students register for KDGE312 in stead of AFL111/ENLS111.

## T.2.13 BACCALAUREUS THEOLOGIAE IN BIBLE LANGUAGES

Programme code: 341109

DM: F

Curriculum code: T301P

**Language medium: This curriculum is presented in English and Afrikaans.**

This BTh programme focuses on Bible Languages with a view to the training of ministers with advanced basic training in Greek and Semitic Languages.

### T.2.13.1 Curriculum Outcomes

Students must be able to do the following, using their basic introduction to and overview of Christian Theology:

- function effectively in facets of one or more of the following: valid interpretation and application of the Bible (with tools), ecclesiastical ministry, pastoral counselling, ethical orientation and establishment of values, community development
- read, philologically analyse and interpret the Hebrew/Aramaic Old Testament, Greek New Testament and other contemporary Greek writings, the Vulgate and other Latin writings
- function in a multicultural and international context
- register for Honours BTh or Honours BA (Bible Languages).

### T.2.13.2 Composition<sup>1</sup>

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
GRKS112	12	GRKS211	16	GRKS312	8
SEMT112	12	SEMT211	16	SEMT312	8
NTES111	8	MISS211	8	GERM111 <sup>2</sup>	12
OTES111	8	LATN112	12	LATN211	16
AFL111/ENLS111	12	HOML211	8	KDGE312	12
TEOL111	8	KATE212	8	PHIL211	16
<b>Total 1st semester</b>	<b>60</b>	<b>Total 1st semester</b>	<b>68</b>	<b>Total 1st semester</b>	<b>72</b>
Second semester		Second semester		Second semester	
AGLA121/AGLE121	12	GRKS221	16	DOGM321	8
GRKS121	16	SEMT221	16	GRKS322	8
SEMT121	16	LATN122	12	SEMT322	8
KDGE121	8	PHIL221	16	HERM322	12
PAST121	8			NTES322	8
ETIE121	8			OTES322	8
				TEKS321	12
				GERM121	12
<b>Total 2nd semester</b>	<b>68</b>	<b>Total 2nd semester</b>	<b>60</b>	<b>Total 2nd semester</b>	<b>76</b>
<b>TOTAL</b>					<b>404</b>

<sup>1</sup> To be proficient in Sign Language, give each in the ministry (either a minister/pastor, pastoral counselor) the ability to preach the gospel to the Deaf. Each student is therefore strongly advised to incorporate those modules in Sign Language in addition to his/her curriculum.

<sup>2</sup> Students who wish to register for Hons BTh at the NWU must study either GERM111 & GERM121 or another European language (excluding English for Afrikaans mother-tongue speakers) in their third year, or AFNP118 or another European language (excluding English for non-Afrikaans mother-tongue speakers).

## T.2.14 BACCALAUREUS THEOLOGIAE

Programme code: 341110

DM: OL\*, CA

Curriculum code: T301P

\* This programme is offered only through distance learning for students at open learning centers with which the Faculty has an agreement.

### T.2.14.1 Programme Outcomes

- function effectively in facets of one or more of the following: valid interpretation and application of the Bible (with tools), ecclesiastical ministry, pastoral counselling, ethical orientation and establishment of values, community development
- function in a multicultural and international context
- register for Honours BA Theology.

### T.2.14.2 Composition

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
GRKS113 or GRKS112	16 12	Select any 5 of these: DOGM211 or ETIE211 or GRKS211 or HOML211 or KATE211 or MISS211 or NTES211 or OTES211 or PAST211 or SEMT211	16 16 16 8 16 8 16 16 8 16	PHIL211	16
SEMT113 or SEMT112	16 12			Select any 3 of these: GRKS312 or DOGM311 or ETIE311 or MISS311 or NTES311 or OTES 311 or PAST311 or SEMT312	8 16 16 16 16 16 16 8
AGLA/AGLE111	12				
NTES111	8				
OTES111	8				
AFL111/ENLS111 <sup>1</sup>	12				
TEOL111	8				
<b>Total 1st semester</b>	<b>Min: 72 Max: 80</b>	<b>Total 1st semester</b>	<b>Min:56 Max:80</b>	<b>Total 1st semester</b>	<b>Min: 48 Max: 64</b>

<sup>1</sup> AFL111/ENLS111 is only available on the Potchefstroom Campus, as contact module. Distance students register for KDGE312 in stead of AFL111/ENLS111.

Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
AGLA/AGLE121	12	PHIL221	16	DOGM321	8
GRKS121 or OTES121	16 16	Select any 3 of these: DOGM221 or GRKS221 or MISS221 or NTES221 or OTES221 or SEMT221	16 16 16 16 16 16	HERM322	12
KDGE121	8			Select any 3 of these: GRKS322 or KDGE221 or LITK221 or MISS321 or NTES321 or OTES321 or PAST321 or SEMT322	8 16 16 16 16 16 16 8
SEMT121 or NTES121	16				
ETIE121	8				
PAST121	8				
<b>Total 2nd semester</b>	<b>68</b>	<b>Total 2nd semester</b>	<b>64</b>	<b>Total 2nd semester</b>	<b>Min: 56 Max: 72</b>
<b>TOTAL</b>				<b>Min: 360 Max: 424</b>	

**T.2.14.3 Composition of the BTh curriculum for students who wish to enter ordained ministry in the AFM**

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
GRKS113	16	DOGM211	16	PHIL211	16
SEMT113	16	HOML211	8	PAST311	16
AGLA/AGLE111	12	MISS211	8	MISS311	16
NTES111	8	NTES211	16	NTES311	16
OTES111	8	OTES211	16	OTES311	16
KDGE312	12	PAST211	8		
TEOL111	8				
<b>Total 1st semester</b>	<b>80</b>	<b>Total 1st semester</b>	<b>72</b>	<b>Total 1st semester</b>	<b>80</b>
Second semester		Second semester		Second semester	
AGLA/AGLE121	12	PHIL221	16	DOGM321	8
OTES121	16	DOGM221	16	HERM322	12
KDGE121	8	NTES221	16	LITK221	16
NTES121	16	OTES221	16	PAST321	16
PAST121	8			NTES321	16
ETIE121	8				
<b>Total 2nd semester</b>	<b>68</b>	<b>Total 2nd semester</b>	<b>64</b>	<b>Total 2nd semester</b>	<b>68</b>
<b>TOTAL</b>				<b>432</b>	



### **T.3 RULES FOR THE DEGREE BACCALAUREUS ARTIUM IN PASTORAL COUNSELLING AND PSYCHOLOGY (BA PCP)**

#### **T.3.1 NQF-LEVEL, AND NUMBER OF CREDITS AT THE VARIOUS LEVELS**

BA is an NQF-level 7 qualification with a minimum of 360 credits.

#### **T.3.2 DURATION (MINIMUM AND MAXIMUM DURATION)**

The minimum duration of the study period for this qualification is three years full time. The maximum is four years, provided that students may apply for an extension of the period.

#### **T.3.3 ARTICULATION AND EXIT POINT**

The successful achievement of the Baccalaureus Artium degree provides access to Hons BA Theology or Honours in Psychology. After successful completion of the second or third study year (BA), candidates may apply for selection for the degree Baccalaureus Psychologiae.

#### **T.3.4 EXAMINATION (SEE A.2.4)**

##### **T.3.4.1 Calculation of the Participation Mark**

The participation mark for a module is calculated from evaluation of participation in seminars, tests, assignments and practical work, as specified in the particular study guide.

##### **T.3.4.2 Admission to the Examination**

Entrance to the examination in any module is gained by obtaining a participation voucher, issued by the School Director, after all the requirements of the specific curriculum and/or the module have been met.

##### **T.3.4.3 Participation Voucher and Participation Mark**

A participation voucher, which grants the holder entrance to the examination in a module, will only be issued after a learner has met the requirements, as set out in the study guide of the specific module, to the satisfaction of the director of the school, who acts in consultation with the subject chairperson. The calculation of the participation mark is explained in the study guide of the module.

##### **T.3.4.4 Module Mark**

The module mark is calculated according to the ratio between the participation mark and the examination mark as indicated in T.1.18.

Students who register for a curriculum at this University for the first time and who fail to achieve a pass mark for a first-year level module in the first semester can nevertheless obtain a module mark of 50% if they have obtained a pass mark of at least 50% in the examination.

##### **T.3.4.5 Pass Requirements of the Curricula**

The subminimum for the participation mark and the examination mark for all modules is indicated at the beginning of the Calendar. The required pass mark for a module is 50%. A curriculum is successfully completed when a student has passed all its individual components

### T.3.4.6 Repetition of Modules

Learners can sit twice maximum for examination in any module within twelve months following the initial date of registration for that module, after which time they will have to register anew for that module.

### T.3.5 LIST OF MODULES

Module code	Descriptive name	Requirements	Cr
AFL111	Afrikaans: Taal sonder grense	-	12
AFL121	Afrikaanse en Nederlandse Taal- en Literatuurstudie: Die wetenskaplike proses	AFL111	12
AFL211	Afrikaans en Nederlands: Raamwerke vir Taal- en Literatuurstudie	AFL121	16
AFL221	Afrikaans en Nederlands: Taal- en Literêre Handeling	AFL211	16
AGL111	Inleiding tot Akademiese Geletterdheid		12
AGL121	Akademiese Geletterdheid	AGL111	12
AGL111	Introduction to Academic Literacy		12
AGL121	Academic Literacy	AGL111	12
BYBL111	Introduction to the Bible and its World	-	8
BYBL22	New Testament: Introduction to Interpretation; the Gospels in Pastoral Counselling		20
BYBL212	Old Testament: Introduction to Interpretation of the Old Testament; Narrative and Judicial Texts; Pentateuch	BYBL111	16
BYBL222	New Testament: Revelation of the Kingdom; Thematic overview of the New Testament Books	BYBL122	16
BYBL312	Prophetic, Poetic and Wisdom Literature	BYBL212	20
ENLL111	Introduction to Literary Genres (I)	-	12
ENLL121	Introduction to Literary Genres (II) and Grammatical Analysis	ENLL111	12
ENLL211	Development of Literary Genres (I)	ENLL121	16
ENLL221	Development of Literary Genres (II)	ENLL211	16
PAST121	Pastoral Counselling	-	8
PAST211	Development of Pastoral Skills	-	8
PAST221	Pastoral Treatment of Marriage and the Family	-	16
PAST311	Pastoral Cases in Counselling	-	16
PAST321	Pastoral Treatment of Stress, Trauma and Inner Healing	-	16
PAST322	The Person of the Pastoral Counsellor: Spirituality, Mentorship and Supervision	-	24
PSYC111	Introduction to Psychology		12
PSYC121	Social and Community Psychology		12
PSYC211	Developmental Psychology		16
PSYC212	Personality Psychology		16
PSYC221	Positive Psychology		16
PSYC311	Psychopathology		16
PSYC312	Research and Psychometrics		16
PSYC321	Basic Aid and Ethical Conduct		16
PSYC322	Applied Psychology		16
WVCS221	Understanding the Cultural World		12

### T.3.6 BACCALAUREUS ARTIUM IN PASTORAL COUNSELLING AND PSYCHOLOGY

Programme code: 100153

DM: F

Curriculum code: T302P

**Language medium:** This curriculum is presented in English and Afrikaans.

#### T.3.6.1 Programme Outcomes

- Students will develop understanding of the development and functioning of people in a diverse social context;
- Students will master the understanding and application of a valid interpretation of the Bible, and apply that interpretation in counselling and the evaluation of ethical problems;
- Students will be able to apply the above-mentioned knowledge in counselling so as to optimise the functioning of people.

#### T.3.6.2 Composition<sup>1</sup>

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
BYBL111	8	AFL121/ENLL211	16	BYBL312	20
AFL111/ENLL111	12	BYBL212	16	PAST311	16
PSYC111	12	PAST211	8	PSYC311	16
		PSYC211	16	PSYC312	16
		PSYC212	16		
<b>Total 1st semester</b>	<b>32</b>	<b>Total 1st semester</b>	<b>72</b>	<b>Total 1st semester</b>	<b>68</b>
Second semester		Second semester		Second semester	
AGLA/AGLE121	12	AFL221/ENLL221	16	PAST321	16
PSYC121	12	BYBL222	16	PAST322	24
BYBL122	20	PAST221	16	PSYC321	16
AFL121/ENLL121	12	PSYC221	16	PSYC322	16
PAST121	8	WVCS221	12		
<b>Total 2nd semester</b>	<b>64</b>	<b>Total 2nd semester</b>	<b>76</b>	<b>Total 2nd semester</b>	<b>72</b>
<b>TOTAL</b>					<b>384</b>

<sup>1</sup> To be proficient in Sign Language, give each in the ministry (either a minister/pastor, pastoral counselor) the ability to preach the gospel to the Deaf. Each student is therefore strongly advised to incorporate those modules in Sign Language in addition to his/her curriculum.

## **T.4 LATIN**

### **T.4.1 UNDERGRADUATE**

#### **T.4.1.1 Admission Requirements for Subjects and Modules**

- a) Students who have passed Latin Grade 12 may register for LATN211.
- b) Students with prior knowledge of Latin will be allowed to register directly for LATN211 after the successful completion of a test.

#### **T.4.1.2 List of Modules**

<b>Subject code</b>	<b>Descriptive name</b>	<b>Cr</b>	<b>Expected learning requirement / reference</b>
LATN112	Latin for everyone	12	-
LATN122	Judicial and Church Latin	12	LATN112(40DP)
LATN211	Latin Authors and Roman History I	16	LATN112, 122 or matric Latin
LATN221	Latin Authors and Roman History II	24	LATN211(40DP)
LATN311	Latin Authors and Roman History III	24	LATN211, 221
LATN321	Latin Authors and Roman History IV	32	LATN311(40DP)

## **T.5 RULES FOR THE DEGREE HONOURS BACCALAUREUS ARTIUM (HONS BA)**

### **T.5.1 HONOURS BACCALAUREUS ARTIUM THEOLOGY (HONS BA THEOLOGY)**

#### **T.5.1.1 NQF-level and Number of Credits**

Hons BA is an NQF-level 8 qualification with a minimum of 120 credits.

#### **T.5.1.2 Duration of Study**

The minimum duration for full-time study is one year, and the maximum duration two years. The minimum duration for part-time study is two years, and the maximum duration three years.

#### **T.5.1.3 Admission requirements**

The admission requirements for all formal academic qualifications offered by the University are set out in the Admission Policy as approved by Senate and Council ([http://www.nwu.ac.za/webfm\\_send/24749](http://www.nwu.ac.za/webfm_send/24749)). In addition to these general requirements, the following apply:

- a) In special circumstances, the faculty may admit a student who is in possession of a non-Theological BA degree to Honours study in Theology. A successful entrance exam is required.
- b) Students must apply for selection to the Programme Leader Honours BA on the prescribed form before commencing with the Honours study.
- c) Selection is based on students' academic achievements and their insight into the relevant module(s) for the first degree.
- d) For entrance into Honours study, a percentage of 60% is required in the module(s) at the third level of the first B-degree/degree.

#### **T.5.1.4 Articulation possibilities with related qualifications**

##### **T.5.1.4.1 Articulation for further study**

Honours BA Theology can provide admission to MA.

##### **T.5.1.4.2 Articulation to and from Other Fields**

Articulation is possible as coordinated by the *Forum University Theological Education (FUTE)*. This forum is representative of the Faculties of Theology and Departments of Religious Education from all the South African universities. The compilation of curricula, standards and outcomes is discussed here until consensus is reached. For further information, visit our web: <http://www.puk.ac.za/faculties/theology/sacte.html>

##### **T.5.1.5 Exit Point**

None.

### **T.5.1.6 Examination (see A.3.4)**

#### **T.5.1.6.1 Calculation of the Participation Mark**

The participation mark for a module is calculated from the evaluation of participation in seminars, tests, assignments and practical work, as specified in the particular study guide.

#### **T.5.1.6.2 Admission to the Examination**

Entrance to the examination in any module is gained by obtaining a participation voucher, issued by the School Director, after all the requirements of the specific curriculum and/or the module have been met.

#### **T.5.1.6.3 Module Mark**

The module mark is calculated according to the ratio between the participation mark and the examination mark as indicated in T.1.19.

#### **T.5.1.6.4 Pass Requirements of the Curricula**

The subminimum for the participation mark and the examination mark for all modules is indicated at the beginning of the Calendar. The required pass mark for a module is 50%. A curriculum is successfully completed when a student has passed all its individual components.

#### **T.5.1.6.5 Repetition of Modules**

Students can sit twice maximum for examination in any module within twelve months following the initial date of registration for that module, after which time they will have to register anew for that module.

### **T.5.1.7 List of Modules**

<b>Module code</b>	<b>Descriptive name</b>	<b>Cr</b>
DOGM672	Fundamentals of Dogmatics, Doctrine of Scripture to the Doctrine of Sin, Christology to Eschatology	16
ETIE672	Human Rights	16
KATE672 (Only CA)	Pastoral Counselling	16
KDGE672	General and South African Church and Dogma History	16
KERG672 (Only CA)	Introduction to Reformed Church Polity	16
LITK671	Liturgical Practice	16
MISS672	Perspectives on Missiology	16
NTES673	Introduction to NT Exegesis and Hermeneutics, Revelation History, General Canonics and Sociohistorical Context of the New Testament	20
OTES674	Interpretation and study of the Old Testament, with specific attention to the Revelation History (theology) of the Old Testament	20
PAST671	General and Specific Counselling	16
TEOL671	Honours Mini Dissertation	32
TNAV671	Research Methodology	8

### T.5.1.8 Honours Baccalaureus Artium in Theology

DM: F, P, OL, CA

PROGRAMME CODE: 102145	DELIVERY MODE	CURRICULUM CODE
Theology	F/P/OL	T626P
Africa School of Missions	OL	T626P
AFM	OL	T626P
Auckland Park Theological Seminary	OL	T626P
Bible Institute of SA	CA-BI OF SA	T626P
Caleideo Academy	OL	T626P
Church Ministries Institute (CT)	CA-CMI (CT)	T626P
Church Ministries Institute (Gauteng)	CA-CMI (GAU)	T626P
Evangelical Bible College, Western Cape	OL	T626P
George Whitefield College	CA-GWC	T626P
Greenwich School of Theology, England	CA-GST	T626P
Hefsiba (Igreja Reformada Mozambique)	CA-HEFSIBA	T626P
Instituto Biblico Portugal	OL	T626P
John Wycliffe Theological College	CA-JWTC	T626P
Mukhanyo Theological College	CA-MTC	T626P
Reformed Theological College, Uganda	CA-RTCU	T626P
St John's Anglican Seminary	OL	T626P
Taberna Dei Academy	OL	T626P
Theological Seminary of the Baptists, Kempton Park	OL	T626P

**Language medium: This curriculum is presented in English and Afrikaans.**

Hons BA (Theology/Biblical Studies) is an advanced qualification in Christian Theology, which progresses from a first degree in Theology/Biblical Studies or an equivalent qualification. The study can be conducted either full time or part time.

#### T.5.1.9 Programme Outcomes

Students should be able, on the basis of intermediate advanced teaching and learning in Christian Theology, to:

- function effectively in facets of the following: valid interpretation and application of the Bible (with tools), ecclesiastical ministry, pastoral counselling, ethical orientation and establishment of values, community development
- function in a multicultural and international context
- register for an MA in Theology

#### T.5.1.10 Composition

First semester		Second semester	
Module code	Cr	Module code	Cr
<b>Compulsory modules</b>		<b>Compulsory modules</b>	
OTES674	20	NTES673	20
DOGM672	16	TEOL671	32
TNAV671	8		
<b>Electives (Select any 2 modules)</b>		<b>Electives (Select one of the following modules)</b>	
PAST671	16	LITK671	16
ETIE672	16	MISS672	16
KDGE672	16	KERG672 (Only CA)	16
		KATE672 (Only CA)	16
<b>Total 1st semester</b>	<b>76</b>	<b>Total 2nd semester</b>	<b>68</b>
<b>TOTAL</b>			<b>144</b>

**T.5.1.11 Composition of the Hons BA curriculum for students who wish to enter ordained ministry in the AFM**

First semester		Second semester	
Module code	Cr	Module code	Cr
OTES674	20	NTES673	20
DOGM672	16	TEOL671	32
TNAV671	8	MISS672	16
PAST671	16		
ETIE672	16		
<b>Total 1st semester</b>	<b>76</b>	<b>Total 2nd semester</b>	<b>68</b>
<b>TOTAL</b>			<b>144</b>

**T.5.1.12 George Whitefield College**

Programme code: 102140 Curriculum code: T613P

**T.5.1.12.1 Composition**

MODULE CODE	CR
<b>COMPULSORY MODULE:</b>	
TEOL673	48
<b>ELECTIVES:</b>	
<b>Five (5) modules (16 credits each) chosen from:</b>	5x16
DOGM874                      ETIE874	
HOML671                      KDGE874	
MISS874                      NTES611	
OTES611                      PAST671	

**T.5.1.13 Greenwich School of Theology**

Programme code: 102140 Curriculum code: T622P

**T.5.1.13.1 Composition**

MODULE CODE	CR
<b>COMPULSORY MODULES:</b>	
NTES611	16
OTES611	16
TEOL673	48
<b>ELECTIVES:</b>	
<b>Six (6) modules (8 credits each) chosen from:</b>	6x8
DOGM611                      ETIE621	
HOML611                      HOML621	
KATE621                      KDGE611	
KERG611                      LITK611	
MISS621                      NTES621	
OTES621                      PAST621	



## **T.5.2 BACHELOR OF ARTS HONOURS IN ANCIENT LANGUAGES (BA HONS (ANCIENT LANGUAGES))**

Programme code: 102184

DM: F, P

Curriculum code: T601P

**Language medium:** This curriculum is presented in English and Afrikaans.

### **T.5.2.1 NQF-level and Number of Credits**

Hons BA is an NQF-level 8 qualification with a minimum of 120 credits.

### **T.5.2.2 Duration of study**

The minimum duration for full-time study is one year, and the maximum two years. The minimum duration for part-time study is two years, and the maximum three years.

### **T.5.2.3 Admission Requirements**

- BA in Ancient Languages, BTh, BDiv or equivalent qualification on NQF level 7.
- At least one of the Ancient Languages (Greek, Semitic Languages or Latin) on NQF level 7 with an average module mark of minimum 60%. Students who failed to obtain at least 60% may apply to do an interview with the chairperson of the particular subject group or the school director.
- Selection is based on students' academic achievements and their insight into the relevant module(s) of the first degree.
- For Honours study, a percentage of 60% is required in the relevant module(s) at the third level of the first B-degree or equivalent qualification.

### **T.5.2.4 Articulation Possibilities with Related Qualifications**

#### **T.5.2.4.1 Articulation for Further Study**

MA in Ancient Languages or a Master's degree in related areas such as Theology, Languages or Law.

#### **T.5.2.4.2 Articulation to and from Other Institutions**

Articulation is possible as coordinated by the *Forum for University Theological Education (FUTE)*. This body is representative of the Faculties of Theology and Departments of Religious Education from all the South African universities. The compilation of curricula, standards and outcomes is discussed here until consensus is reached. For further information, visit our web: <http://www.puk.ac.za/faculties/theology/sacte.html>

### **T.5.2.5 Exit point**

None.

### **T.5.2.6 Examination (see A.3.4)**

#### **T.5.2.6.1 Calculation of Participation Mark**

The participation mark for a module is calculated from the evaluation of participation in seminars, tests, assignments and practical work, as specified in the particular study guide.

#### **T.5.2.6.2 Admission to the examination**

Entrance to the examination in any module is gained by obtaining a participation voucher, issued by the School Director, after all the requirements of the specific curriculum and/or the module have been met.

### T.5.2.6.3 Module mark

The module mark is calculated according to the ratio between the participation mark and the examination mark as indicated in T.1.19.

### T.5.2.6.4 Pass requirements of the curricula

The subminimum for the participation mark and the examination mark for all modules is indicated at the beginning of the Calendar. The required pass mark for a module is 50%. A curriculum is successfully completed when a student has passed all its individual components.

### T.5.2.6.5 Repetition of modules

Students can sit twice maximum for examination in any module within twelve months following the initial date of registration for that module, after which time they will have to register anew for that module.

### T.5.2.7 List of Modules

Module code	Descriptive name	Requirements	Cr
ANTS671	Ancient Languages Mini Dissertation	GRKS323 or SEMT323 or LATN321	30
ANTS672	Textual Methodology for Ancient Languages	GRKS323 or SEMT323 or LATN321	8
GRKS671	Practical Translation Greek New Testament	GRKS323	24
GRKS672	Rhetoric of Ancient Greek Texts	GRKS323	24
GRKS673	Lifestyle Education in the Greek New Testament	GRKS323	24
GRKS674	Classical Greek Mythology in Context	GRKS323	24
GRKS675	Septuagint studies	GRKS323	24
LATN671	Translation and Theory of translation of Latin Texts	LATN321	24
LATN672	Christian prose and Poetry in Latin Texts	LATN321	24
LATN673	Roman Historiography and Biography	LATN321	24
LATN674	Roman didactical Prose, Rhetoric and Letters	LATN321	24
LATN675	Roman Epos, Lyric, Elegy and Epigram	LATN321	24
LATN676	Roman Satire, Drama and Comedy	LATN321	24
LATN677	Judicial Latin	LATN321	24
SEMT671	Practical Translation Hebrew and Aramaic Old Testament	SEMT323	24
SEMT672	Comparative Semitic Textual Study	SEMT323	24
SEMT673	Extra-Biblical Hebrew and Aramaic	SEMT323	24
SEMT674	Syriac	SEMT323	24
SEMT675	Ugaritic	SEMT323	24
SEMT676	Acadian	SEMT323	24
SEMT677	Arabic	SEMT323	24
SEMT678	The Bible and the Dead Sea Scrolls	SEMT323	24

### Curriculum outcomes

- Knowledge about a wide range of themes and topics in the study of the ancient world.
- Knowledge of a considerable number of ancient texts in their original script.
- Use critically a variety of methods, including historical debate, textual and literary analysis and philosophical discourse in the study of ancient languages.
- Understanding of relevant academic debates through their engagement with specific research issues.
- Understanding the profound impact of the ancient world on later periods and the interrelatedness of the interpretation of the ancient past and its influences.

### T.5.2.8 Composition

Module code	Credits
<b>Compulsory modules</b>	
ANTS671	30
ANTS672	8
<b>Electives: Select minimum of four (4) modules</b>	
GRKS671	24
GRKS672	24
GRKS673	24
GRKS674	24
GRKS675	24
LATN671	24
LATN672	24
LATN673	24
LATN674	24
LATN675	24
LATN676	24
LATN677	24
SEMT671	24
SEMT672	24
SEMT673	24
SEMT674	24
SEMT675	24
SEMT676	24
SEMT677	24
SEMT678	24
<b>Curriculum credit total</b>	<b>134</b>

## **T.6 RULES FOR THE DEGREE HONOURS BACCALAUREUS THEOLOGIAE (HONS BTH)**

### **T.6.1 NQF-LEVEL AND NUMBER OF CREDITS**

Hons BTh an NQF-level 8 qualification with a minimum of 120 credits.

### **T.6.2 DURATION OF STUDY**

The duration of the study is one year full time.

### **T.6.3 ADMISSION REQUIREMENTS**

The admission requirements for all formal academic qualifications offered by the University are set out in the Admission Policy as approved by Senate and Council ([http://www.nwu.ac.za/webfm\\_send/24749](http://www.nwu.ac.za/webfm_send/24749)). In addition to these general requirements, the following apply:

- a) Students must be in possession of (1) an appropriate Bachelors degree with advanced basic education in Greek and Semitic Languages, and (2) a percentage of 60% is required in the module(s) at the third level of the first B-degree.
- b) Before the start of the Honours study, students must apply for selection on the prescribed form to the Programme Leader Honours BTh.

### **T.6.4 ARTICULATION POSSIBILITIES**

#### **T.6.4.1.1 Articulation for further study**

Honours BTh provides admission to MDiv and MA (provided sufficient credits have been obtained in the particular subject.).

#### **T.6.4.2 Articulation to and from Other Institutions**

Articulation is possible as coordinated by the *Forum for University Theological Education (FUTE)*. This body is representative of the Faculties of Theology and Departments of Religious Education from all the South African universities. The compilation of curricula, standards and outcomes is discussed here until consensus is reached. For further information visit our web: <http://www.puk.ac.za/faculties/theology/sacte.html>

#### **T.6.4.3 Exit Point**

None. Honours BTh is a one-year degree.

### **T.6.5 EXAMINATION (SEE A.3.4)**

#### **T.6.5.1 Calculation of the Participation Mark**

The participation mark for a module is calculated from the evaluation of participation in seminars, tests, assignments and practical work, as specified in the particular study guide.

### **T.6.5.2 Admission to the Examination**

Entrance to the examination in any module is gained by obtaining a participation voucher, issued by the School Director, after all the requirements of the specific curriculum and/or the module have been met.

### **T.6.5.3 Module Mark**

The module mark is calculated according to the ratio between the participation mark and the examination mark as indicated in T.1.19.

### **T.6.5.4 Pass Requirements of the Qualification**

The subminimum for the participation mark and the examination mark for all modules is indicated at the beginning of the Calendar. The required pass mark for a module is 50%. A curriculum is successfully completed when a student has passed all its individual components.

### **T.6.5.5 Repetition of modules**

Students can sit twice maximum for examination in any module within twelve months following the initial date of registration for that module, after which time they will have to register anew for that module.

### **T.6.5.6 List of Modules**

Module code	Descriptive name	Prerequisites	Cr
DOGM611	Doctrine of Scripture to the Doctrine of Sin		8
ETIE621	Human Rights		8
GRKS611	Greek translation and analysis of simple texts		8
GRKS621	Greek translation and analysis of more complex texts	GRKS611	8
HOML611	Principles and Practice of Preaching		8
HOML622	Creative Preaching and Practical Class Sermons (Preaching Classes)	HOML611	8
KDGE611	The Ecumenical and Reformed Confessions		8
KERG611	Introduction to Reformed Church Polity		8
LITK611	Liturgical Practice		8
MISS621	A Christian Theology of the Religions		8
NTES612	Introduction to the exegesis and sociohistorical context of the New Testament		8
NTES621	The Synoptic Gospels		8
OTES612	The Pentateuch		8
OTES621	Narrative Text. The Early Prophets.	OTES612	8
PAST621	Home Visitation and Counselling		8
SEMT611	Biblical-Aramaic Grammar		8
SEMT621	Extra-Aramaic and comparative textual study	SEMT611	8

**T.6.6****HONOURS BACCALAUREUS THEOLOGIAE (HONS BTH)**

Programme code: 342100

DM: F, CA

Curriculum code: T623P

**Language medium: This curriculum is presented in English and Afrikaans.**

Honours BTh is an advanced qualification in Christian Theology and Ministry which progresses from a basic introduction presented in the BTh Bible Languages curriculum. It is a focused qualification in Theology and Ministry.

**T.6.6.1****Programme Outcomes**

Students should be able, on the basis of advanced teaching and learning in Christian Theology, to:

- a) function effectively in facets of the following: valid interpretation and application of the Bible (with tools), ecclesiastical ministry, pastoral counselling, ethical orientation and establishment of values, community development
- b) function in a multicultural and international context
- c) register for MDiv or MA.

**T.6.6.2****Composition**

First semester		Second semester	
Module code	Cr	Module code	Cr
DOGM611	8	ETIE621	8
GRKS611	8	GRKS621	8
HOML611	8	HOML622	8
KDGE611	8	MISS621	8
KERG611	8	NTES621	8
LITK611	8	OTES621	8
NTES612	8	PAST621	8
OTES612	8	SEMT621	8
SEMT611	8		
<b>Total 1st semester</b>	<b>72</b>	<b>Total 2nd semester</b>	<b>64</b>
<b>TOTAL</b>			<b>136</b>

## **T.7 RULES FOR THE DEGREE MAGISTER DIVINITATIS (MDIV)**

### **T.7.1 NQF-LEVEL AND NUMBER OF CREDITS**

MDiv is an NQF-level 8 qualification with a minimum of 120 credits.

### **T.7.2 DURATION OF STUDY**

The duration of the study is one year full time.

### **T.7.3 ADMISSION REQUIREMENTS**

The admission requirements for all formal academic qualifications offered by the University are set out in the Admission Policy as approved by Senate and Council ([http://www.nwu.ac.za/webfm\\_send/24749](http://www.nwu.ac.za/webfm_send/24749)). In addition to these general requirements, the following apply:

- a) An Honours BTh or equivalent qualification.
- b) Before the start of the study, students must apply for selection on the prescribed form to the Programme Leader MDiv.

### **T.7.4 ARTICULATION POSSIBILITIES**

#### **T.7.4.1 Articulation for Further Study**

MDiv provides admission to MA or MTh (provided sufficient credits have been obtained in the particular subject).

#### **T.7.4.2 Articulation to and from Other Institutions**

Articulation is possible as coordinated by the *Forum for University Theological Education (FUTE)*. This body is representative of the Faculties of Theology and Departments of Religious Education from all the South African universities. The compilation of curricula, standards and outcomes is discussed here until consensus is reached. For further information visit our web: <http://www.puk.ac.za/faculties/theology/sacte.html>

#### **T.7.4.3 Exit Point**

None. MDiv is a one-year degree.

### **T.7.5 EXAMINATION (SEE A.3.4)**

#### **T.7.5.1 Calculation of the Participation Mark**

The participation mark for a module is calculated from the evaluation of participation in seminars, tests, assignment and practical work, as specified in the particular study guide.

#### **T.7.5.2 Admission to the Examination**

Entrance to the examination in any module is gained by obtaining a participation voucher, issued by the School Director, after all the requirements of the specific curriculum and/or the module have been met.

### **T.7.5.3 Module Mark**

The module mark is calculated according to the ratio between the participation mark and the examination mark as indicated in T.1.19.

### **T.7.5.4 Pass Requirements of the Qualification**

The subminimum for the participation mark and the examination mark for all modules is indicated at the beginning of the Calendar. The required pass mark for a module is 50%. A curriculum is successfully completed when a student has passed all its individual modules.

### **T.7.5.5 Repetition of Modules**

Students can sit twice maximum for examination in any module within twelve months following the initial date of registration for that module, after which time they will have to register anew for that module.

## **T.7.6 LIST OF MODULES**

<b>Module code</b>	<b>Descriptive name</b>	<b>Prerequisites</b>	<b>Cr</b>
DOGM811	Christology to Eschatology		8
DOGM821	Theologians and their Value for Practical Ministry		8
ETIE821	Ethical Issues in the Current South African Context		8
HOML821	Applied Homiletics		8
KDGE821	Modern Church and Dogma History		8
KERG811	Reformed Church Polity: Historical Overview		8
LITK811	Liturgics of the Church Service		8
MISS811	Mission as an Africa Initiative		8
MISS821	Missionary Apologetics		8
NTES811	Acts and the General Epistles, Hebrews, and Paul's Captivity Epistles, and 1 and 2 Corinthians		16
NTES821	The Pauline Epistles: 1 and 2 Thessalonians, Galatians, Romans and the Pastoral Epistles		8
OTES811	Interpretation of the Prophetic Literature		16
OTES821	Interpretation of the Writings: Chronicles, Ezra, Nehemiah, Ruth, Esther and Daniel	OTES811	8
PAST822	Applied Pastoral Studies		8



### T.7.7 MAGISTER DIVINITATIS (MDIV)

Programme code: 343100

DM: F, CA

Curriculum code: T801P

**Language medium:** This curriculum is presented in English and Afrikaans.

MDiv is a professional qualification in Christian Theology and Ministry which progresses from the advanced curriculum presented in Honours BTh.

#### T.7.7.1 Programme Outcomes

Students should be able, on the basis of advanced applied teaching and learning in Christian Theology, to:

- function effectively in the following: valid interpretation and application of the Bible (with tools), ecclesiastical ministry, pastoral counselling, ethical orientation and establishment of values, community development
- write a scientific assignment/article in sound academic
- function in a multicultural and international context
- register for MTh or MA.

#### T.7.7.1 Composition

First semester		Second semester	
Module code	Cr	Module code	Cr
DOGM811	8	DOGM821	8
KERG811	8	ETIE821	8
LITK811	8	HOML821	8
MISS811	8	KDGE821	8
NTES811	16	MISS821	8
OTES811	16	NTES821	8
		OTES821	8
		PAST822	8
<b>Total 1st semester</b>	<b>64</b>	<b>Total 1st semester</b>	<b>64</b>
<b>TOTAL</b>			<b>128</b>

## **T.8 RULES FOR THE DEGREE MAGISTER THEOLOGIAE (MTH)**

### **T.8.1 NQF-LEVEL AND NUMBER OF CREDITS**

MTh is an NQF-level 9 qualification with a minimum of 120 credits.

### **T.8.2 DURATION OF STUDY**

The minimum duration of the study is one year and the maximum three years.

### **T.8.3 ADMISSION REQUIREMENTS**

The admission requirements for all formal academic qualifications offered by the University are set out in the Admission Policy as approved by Senate and Council ([http://www.nwu.ac.za/webfm\\_send/24749](http://www.nwu.ac.za/webfm_send/24749)). In addition to these general requirements, the following apply:

T.8.3.1 MDiv or equivalent qualification with an average of 65%.

T.8.3.2 Together with the application form and other relevant documents, students must submit a preliminary “research proposal” of approximately 1 000 words. This document must identify the title of the proposed study and the research problem. It should also contain a brief background explaining why the particular topic is important. Source references should comply with the accepted NWU style (Harvard method). This document forms part of the criteria to determine which study leader will be most suitable for the particular research.

T.8.3.3 Admission to MTh is handled by the Director Research in consultation with the probable study supervisor. Selection is based on academic results and previous assignments and/or research results, and the preliminary “research proposal” as mentioned above.

T.8.3.4 Specific requirements for optional modules:

- a) For Pastorate as a major subject in Practical Theology: satisfactory knowledge of Psychology (especially modern trends)
- b) Catechetics as a major subject in Practical Theology: satisfactory knowledge of Child Psychology and the principles of Education
- c) For New Testament: satisfactory knowledge of Greek and Biblical Hebrew
- d) For Old Testament: satisfactory knowledge of Biblical Hebrew and another Semitic Language.

### **T.8.4 ADMISSION REQUIREMENTS FOR RCSA MINISTERS**

Students who wish to become ministers in the RCSA must study not only the compulsory modules for 64 credits, namely

ETIE875(8)  
KERG875(8)  
HERM875(8)  
MISS875(8)  
NTES875(16)  
OTES875(16)

but also the following modules of the Candidate Certificate of the Theological School Potchefstroom, for 64 credits:

DOGM877(8)  
KDGE877(8)  
KERG877(8)  
HOML877(8)  
MISS877(8)  
NTES877(8)  
OTES877(8)  
PAST877(8)

## **T.8.5 ARTICULATION POSSIBILITIES**

### **T.8.5.1 Articulation for Further Study**

MTh provides admission to PhD.

### **T.8.5.2 Articulation to and from Other Institutions**

Articulation is possible as coordinated by the *Forum for University Theological Education (FUTE)*. This body is representative of the Faculties of Theology and Departments of Religious Education from all the South African universities. The compilation of curricula, standards and outcomes is discussed here until consensus is reached. For further information visit our web: <http://www.puk.ac.za/faculties/theology/sacte.html>

### **T.8.5.3 Exit Point**

None.

## **T.8.6 EXAMINATION (SEE A.4.4)**

### **T.8.6.1 Course Work Modules**

The participation mark for a course work module is calculated from the evaluation of participation in seminars, tests, assignments and practical work, as specified in the particular study guide.

Entrance to the examination in a course work module is gained by obtaining a participation voucher, issued by the School Director, after all the requirements of the specific curriculum and/or the module have been met.

The module mark is calculated according to the ratio between the participation mark and the examination mark as indicated in T.1.19.

Students can sit twice maximum for examination in any course work module within twelve months following the initial date of registration for that module, after which time they will have to register anew for that module.

### **T.8.6.2 Mini Dissertation Module**

The study leader and the School Director must provide written consent on the prescribed form before the prescribed number of copies of the mini dissertation may be submitted for examination. The mini dissertation must be accompanied by a declaration of the student stating that the document is his/her own work and has not already been submitted for examination to any other university. Before submitting the mini dissertation for examination, the student must submit it to an expert for language editing. The guidelines set out in the *Manual for Postgraduate Study* as compiled by the Director Research must be followed when writing and finishing off the mini dissertation. (<http://www.puk.ac.za/opencms/export/PUK/html/beheer-bestuur/beleid-reels/Handnagraads-Des2004.pdf>)

The examination results of the mini dissertation module according to the recommendations of the internal and external examiners as appointed by Senate can be one of the following:

- a) be accepted unconditionally; or
- b) be accepted on condition that specified corrections be made, in which case the supervisor is responsible, in consultation with the research director or research entity leader concerned, or where applicable, the school director concerned, to provide the candidate within 14 calendar days after receipt of all the examiners' reports with a memorandum setting out the specified corrections required; or
- c) be referred back to the candidate for revision and/or elaboration and resubmission for re-examination, in which case the supervisor is responsible, in consultation with the research director or research entity leader concerned, or where applicable, the school director concerned, to provide the candidate within 14 calendar days after receipt of all the examiners' reports with a memorandum setting out the nature and extent of the revision or elaboration required; or
- d) not be accepted, in which case the candidate fails.

### **T.8.6.3**

### **Pass Requirements of the Qualification**

The subminimum for the participation mark and the examination mark for all course work modules is indicated at the beginning of the Calendar. The required pass mark for a module is 50%. A curriculum is successfully completed when a student has passed all its individual modules.

### **T.8.7**

### **LIST OF MODULES**

<b>Module code</b>	<b>Descriptive name</b>	<b>Cr</b>
DOGM873	Dogmatics: Mini Dissertation	48
DOGM874	Perspectives on Dogmatics	16
ETIE873	Ethics: Mini Dissertation	48
ETIE874	Perspectives on Ethics	16
ETIE875	Ethical Issues in the current South African Context	8
HERM875	Advanced Theological Hermeneutics	8
HOML873	Homiletics: Mini Dissertation	48
HOML874	Perspectives on Homiletics	16
KATE873	Catechetics: Mini Dissertation	48
KATE874	Perspectives on Catechetics	16
KDGE873	Church and Dogma History: Mini Dissertation	48
KDGE874	Perspectives on Church and Dogma History	16
KERG873	Church Polity: Mini Dissertation	48
KERG874	Perspectives on Church Polity	16
KERG875	Orientation to the Church Order (Church Order of the RCSA)	8
LITK873	Liturgics: Mini Dissertation	48
LITK874	Perspectives on Liturgics	16
MISS873	Missiology: Mini Dissertation	48
MISS874	Perspectives on Missiology	16
MISS875	Mission as Evangelisation and Service	8
NTES873	New Testament: Mini Dissertation	48
NTES874	Perspectives on New Testament	16
NTES875	1) Key Themes of Revelation History in the New Testament; 2) Johannine Writings	16
OTES873	Old Testament: Mini Dissertation	48
OTES874	Perspectives on the Old Testament	16
OTES875	Interpretation of the Writings: Poetic and Wisdom Literature, the Old Testament: Fundamental Reflection and Special Themes	16
PAST873	Pastoral Studies: Mini Dissertation	48
PAST874	Perspectives on Pastorate	16

## **T.8.8 MAGISTER THEOLOGIAE (MTH)**

### **T.8.8.1 Curricula and Curriculum Codes**

<b>CURRICULUM</b>	<b>CURRICULUM CODE</b>	<b>PROGRAMME CODE</b>	<b>COMPULSORY MODULES 64 credits</b>	<b>SPECIALIST SUBJECT 16 Credits</b>	<b>MINI DISSERTATION 48 credits</b>
Dogmatics	T802P	344102	Compulsory modules	DOGM874	DOGM873
Ethics	T803P	344103	Compulsory modules	ETIE874	ETIE873
Homiletics	T804P	344104	Compulsory modules	HOML874	HOML873
Catechetics	T805P	344105	Compulsory modules	KATE874	KATE873
Church and Dogma History	T806P	344106	Compulsory modules	KDGE874	KDGE873
Church Polity	T807P	344107	Compulsory modules	KERG874	KERG873
Liturgics	T808P	344108	Compulsory modules	LITK874	LITK873
Missiology	T809P	344109	Compulsory modules	MISS874	MISS873
New Testament	T810P	344110	Compulsory modules	NTES874	NTES873
Old Testament	T811P	344111	Compulsory modules	OTES874	OTES873
Pastoral Studies	T812P	344112	Compulsory modules	PAST874	PAST873

DM: F, P, CA

**Language medium: This curriculum is presented in English and Afrikaans.**

MTh is a qualification which requires advanced research study in Christian Theology and Ministry. It is a focused qualification in Theology with optional modules and a research component in a specialist field at Master's level.

### **T.8.8.2 Programme Outcomes**

Students must be capable of handling relevant literature over a broad spectrum of the subject field, specialise in one field, and the mini dissertation must contribute to that field within the current South African situation as well as within the research unit of the Faculty of Theology, namely *Reformed Theology and the development of the South African Society*.

### **T.8.8.3 Composition**

MTh comprises:

- a) compulsory modules for 64 credits:
  - ETIE875(8)
  - HERM875(8)
  - KERG875(8)
  - MISS875(8)
  - NTES875(16)
  - OTES875(16)
- b) a specialist subject for 16 credits
- c) 'n mini dissertation for 48 credits

#### T.8.8.4 Composition of MTh

First semester		Second semester	
Module code	Cr	Module code	Cr
HERM875	8	ETIE875	8
KERG875	8	Specialist subject	16
MISS875	8	Mini Dissertation	48
NTES875	16		
OTES875	16		
<b>Total 1st semester</b>	<b>56</b>	<b>Total 1st semester</b>	<b>72</b>
<b>TOTAL</b>			<b>128</b>

#### T.8.8.5 Composition of Candidates 6 curriculum for Students who wish to become Ministers in the RCSA

First semester		Second semester	
Module code	Cr	Module code	Cr
HERM875	8	ETIE875	8
KERG875	8	DOGM877	8
MISS875	8	HOML877	8
NTES875	16	KERG877	8
OTES875	16	MISS877	8
KDGE877	8	NTES877	8
		OTES877	8
		PAST877	8
<b>Total 1st semester</b>	<b>64</b>	<b>Total 2nd semester</b>	<b>64</b>
<b>TOTAL</b>			<b>128</b>

The 877 modules are not NWU-modules, but are modules of the Candidate Certificate of the Theological School Potchefstroom.

## **T.9 RULES FOR THE DEGREE MAGISTER ARTIUM (MA)**

During their study, students are allowed to change their curriculum or adapt the curriculum for which they have registered, provided they obtain written permission from the school director and the director of research.

### **T.9.1 NQF-LEVEL AND NUMBER OF CREDITS**

MA is an NQF-level 9 qualification with a minimum of 120 credits.

### **T.9.2 DURATION OF STUDY**

The minimum duration of the study is one year, and the maximum three years.

The provisions of rule A.4.4.10 which govern the exceeding of the maximum duration of the study are applied. Students must familiarise themselves with these provisions.

### **T.9.3 ADMISSION REQUIREMENTS**

The admission requirements for all formal academic qualifications offered by the University are set out in the Admission Policy as approved by Senate and Council ([http://www.nwu.ac.za/webfm\\_send/24749](http://www.nwu.ac.za/webfm_send/24749)). In addition to these general requirements, the following apply:

- T.9.3.1 Admission requirements: Minimum of 65% for the preceding qualification.
- T.9.3.2 With due consideration of the exceptions which may be approved by Senate, the subjects to be studied for this degree are as follows:
  - a) one of the subjects in which the student has obtained an Honours Baccalaureus degree or in which the status of such a Baccalaureus degree has been conferred on him/her; or
  - b) the subject in which the student has completed a four-year degree or the status of such a degree has been conferred on him/her.
- T.9.3.3 In order to gain admission to master's study, the subject group may, on the recommendation of the Director of the School, require additional work in Greek, Semitic Languages and theory of textual interpretation. Students are admitted provisionally to the relevant curriculum until they have fulfilled such possible requirements.
- T.9.3.4 Together with the application form and other relevant documents, students must submit a preliminary "research proposal" of approximately 1 000 words. This document must identify the title of the proposed study and the research problem. It should also contain a brief background explaining why the particular topic is important. Source references should comply with the accepted NWU style (Harvard method). This document forms part of the criteria to determine which study leader will be most suitable for the particular research.
- T.9.3.5 Admission to MA is handled by the Manager M&D Programmes, in consultation with the probable study leader. Selection is based on academic results and previous assignments and/or research outputs, and the preliminary "research proposal" as mentioned above.
- T.9.3.6 A module in research methodology may also be prescribed.

## **T.9.4                    ARTICULATION POSSIBILITIES**

### **T.9.4.1                Articulation for further study**

MA provides admission to PhD.

### **T.9.4.2                Articulation to and from Other Institutions**

Articulation is possible as coordinated by the *Forum for University Theological Education (FUTE)*. This body is representative of the Faculties of Theology and Departments of Religious Education from all the South African universities. The compilation of curricula, standards and outcomes is discussed here until consensus is reached. For further information, visit our web: <http://www.puk.ac.za/faculties/theology/sacte.html>

### **T.9.4.3                Exit Point**

None.

## **T.9.5                    EXAMINATION (SEE A.4.4)**

### **T.9.5.1                Course work modules**

The participation mark for a course work module is calculated from the evaluation of participation in seminars, tests, assignments and practical work, as specified in the particular study guide.

Entrance to the examination in a course work module is gained by obtaining a participation voucher, issued by the School Director, after all the requirements of the specific curriculum and/or the module have been met.

The module mark is calculated according to the ratio between the participation mark and the examination mark as indicated in T.1.19.

Students can sit twice maximum for examination in any course work module within twelve months following the initial date of registration for that module, after which time they will have to register anew for that module.

### **T.9.5.2                Mini Dissertation and Dissertation Modules**

The study leader and the Manager M&D Programmes must provide written consent on the prescribed form before the prescribed number of copies of the mini dissertation/dissertation may be submitted for examination. The mini dissertation must be accompanied by a declaration of the student stating that the document is his/her own work and has not already been submitted for examination to any other university. Before submitting the mini dissertation for examination, the student must submit it to an expert for language editing. The guidelines set out in the *Manual for Postgraduate Study* as compiled by the Manager M&D Programmes must be followed when writing and finishing off the mini dissertation.

(<http://www.puk.ac.za/opencms/export/PUK/html/beheer-bestuur/beleid-reels/Handnagraads-Des2004.pdf>)

The examination results of the mini dissertation/dissertation according to the recommendations of the internal and external examiners as appointed by Senate can be one of the following:

- a) be accepted unconditionally; or



- b) be accepted on condition that specified corrections be made, in which case the supervisor is responsible, in consultation with the research director or research entity leader concerned, or where applicable, the school director concerned, to provide the candidate within 14 calendar days after receipt of all the examiners' reports with a memorandum setting out the specified corrections required; or
- c) be referred back to the candidate for revision and/or elaboration and resubmission for re-examination, in which case the supervisor is responsible, in consultation with the research director or research entity leader concerned, or where applicable, the school director concerned, to provide the candidate within 14 calendar days after receipt of all the examiners' reports with a memorandum setting out the nature and extent of the revision or elaboration required; or
- d) not be accepted, in which case the candidate fails.

### **T.9.5.3 Pass Requirements of the Qualification**

The subminimum for the participation mark and the examination mark for all course work modules is 45%. The required pass mark for a module is 50%. A curriculum is successfully completed when a student has passed all its individual modules

### **T.9.6 LIST OF MODULES**

<b>Module code</b>	<b>Descriptive name</b>	<b>Cr</b>
BBTL671	Bible Languages Research Methodology	16
BBTL672	Linguistics and Literature Study for Bible Languages	16
BBTL673	Introduction to Bible Translation Study	24
DOGM872	Dogmatics: Dissertation	96
DOGM873	Dogmatics: Mini Dissertation	48
DOGM876	Perspectives on Dogmatics	32
ETIE872	Ethics: Dissertation	96
ETIE873	Ethics: Mini Dissertation	48
ETIE876	Perspectives on Ethics	32
GRKS671	Practical Translation: Greek New Testament	24
GRKS672	Rhetoric applied to the New Testament	24
GRKS673	Moral exhortation in the First Century	24
GRKS872	Greek: Dissertation	96
GRKS876	Perspectives on Greek	32
HOML872	Homiletics: Dissertation	96
HOML873	Homiletics: Mini Dissertation	48
HOML876	Perspectives on Homiletics	32
KATE872	Catechetics: Dissertation	96
KATE873	Catechetics: Mini Dissertation	48
KATE876	Perspectives on Catechetics	32
KDGE872	Church and Dogma History: Dissertation	96
KDGE873	Church and Dogma History: Mini Dissertation	48

Module code	Descriptive name	Cr
KDGE876	Perspectives on Church and Dogma History	32
KERG872	Church Polity: Dissertation	96
KERG873	Church Polity: Mini Dissertation	48
KERG876	Perspectives on Church Polity	32
LITK872	Liturgics: Dissertation	96
LITK873	Liturgics: Mini Dissertation	48
LITK876	Perspectives on Liturgics	32
MISS872	Missiology: Dissertation	96
MISS873	Missiology: Mini Dissertation	48
MISS876	Perspectives on Missiology	32
NTES612	Introduction to the exegesis and sociohistorical context of the New Testament	8
NTES621	The Synoptic Gospels	8
NTES811	Acts and the General Epistles, Hebrews and Paul's Captivity Epistles, and 1 and 2 Corinthians	16
NTES821	The Pauline Epistles: 1 and 2 Thessalonians, Galatians, Romans and the Pastoral Epistles	8
NTES872	New Testament: Dissertation	96
NTES873	New Testament: Mini Dissertation	48
NTES875	1) Key Themes of Revelation History in the New Testament; 2) Johannine Writings	16
NTES876	Perspectives on the New Testament	32
OTES612	The Pentateuch	8
OTES621	Narrative Text: The Early Prophets	8
OTES811	Interpretation of the Prophetic Literature	16
OTES821	Interpretation of the Writings: Chronicles, Ezra, Nehemiah, Ruth, Esther and Daniel	8
OTES872	Old Testament Dissertation	96
OTES873	Old Testament Mini Dissertation	48
OTES875	Interpretation of the Writings: Poetic and Wisdom Literature; The Old Testament: Fundamental Reflection and Special Themes	16
OTES876	Perspectives on Old Testament	32
PAST872	Pastoral Studies: Dissertation	96
PAST873	Pastoral Studies: Mini Dissertation	48
PAST876	Perspectives on Pastorate	32
SEMT671	Practical Translation, Hebrew/Aramaic Old Testament	24
SEMT672	Semitic Philology and Methodology	24
SEMT673	Extrabiblical Hebrew and Aramaic	24
SEMT674	Syriac I	24
SEMT675	Ugaritic I	24
SEMT676	Accadian I	24
SEMT677	Arabic I	24
SEMT872	Semitic Languages: Dissertation	96
SEMT873	Semitic Languages: Mini Dissertation	48
SEMT876	Perspectives on Semitic Languages	32

## **T.9.7 MAGISTER ARTIUM (MA)**

DM: F, P, CA

**Language medium: This curriculum is presented in English and Afrikaans.**

MA is a qualification which requires research study in Christian Theology or Bible Languages. It is a focused qualification which includes a research component in a specialist field at Master's level.

During their study, students are allowed to change their curriculum or adapt the curriculum for which they have registered, provided they obtain written permission from the school director and the director of research.

### **T.9.7.1 Programme Outcomes**

Students must be capable of handling relevant literature over a broad spectrum of the subject field, and the dissertation must contribute to that field within the current South African situation as well as within the research unit of the Faculty of Theology, namely *Reformed Theology and the development of the South African Society*.

### **T.9.7.2 COMPONENT MODULES OF THE DEGREE**

The MA qualification can be divided into two categories:

- a) MA with dissertation (Dissertation: 96 credits; Specialist subject: 32 credits)
- b) MA with mini dissertation (Mini Dissertation: 48 credits; Specialist subject: 32 credits; Elective: 48 credits)

### **T.9.7.3 MA WITH DISSERTATION**

The programme has 128 credits: 32 credits for the specialist subject and 96 for the dissertation.

#### **T.9.7.3.1 Curriculum Codes and Modules**

<b>CURRICULUM</b>	<b>CURRICULUM CODE</b>	<b>PROGRAMME CODE</b>	<b>SPECIALIST SUBJECT 32 Credits</b>	<b>DISSERTATION 96 credits</b>
Dogmatics	T813P	103150	DOGM876	DOGM872
Ethics	T814P	103151	ETIE876	ETIE872
Greek	T815P	103152	GRKS876	GRKS872
Homiletics	T816P	103153	HOML876	HOML872
Catechetics	T817P	103154	KATE876	KATE872
Church and Dogma History	T818P	103155	KDGE876	KDGE872
Church Polity	T819P	103156	KERG876	KERG872
Liturgics	T820P	103157	LITK876	LITK872
Missiology	T821P	103158	MISS876	MISS872
New Testament	T822P	103159	NTES876	NTES872
Old Testament	T823P	103160	OTES876	OTES872
Pastoral Studies	T824P	103161	PAST876	PAST872
Semitic Languages	T825P	103162	SEMT876	SEMT872

## **T.9.7.4 MA WITH MINI DISSERTATION (some open learning centres)**

### **T.9.7.4.1 Curriculum Codes and Modules**

<b>CURRICULUM</b>	<b>CURRICULUM CODE</b>	<b>PROGRAMME CODE</b>	<b>SPECIALIST-SUBJECT 32 Credits</b>	<b>MINI DISSERTATION 48 credits</b>	<b>ELECTIVES 48 credits</b>
Dogmatics	T826P	103150	DOGM876	DOGM873	Electives
Ethics	T827P	103151	ETIE876	ETIE873	Electives
Homiletics	T828P	103153	HOML876	HOML873	Electives
Catechetics	T834P	103154	KATE876	KATE873	Electives
Church and Dogma History	T829P	103155	KDGE876	KDGE873	Electives
Church Polity	T835P	103156	KERG876	KERG873	Electives
Liturgics	T836P	103157	LITK876	LITK873	Electives
Missiology	T830P	103158	MISS876	MISS873	Electives
New Testament	T831P	103159	NTES876	NTES873	Electives
Old Testament	T832P	103160	OTES876	OTES873	Electives
Pastoral Studies	T837P	103161	PAST876	PAST873	Electives
Semitic Languages	T838P	103162	SEMT876	SEMT873	Electives

### **T.9.7.5 Composition**

The curriculum consists of 128 credits each, divided as follows:

- 32 credits for the specialist subject,
- 48 credits for the mini dissertation, and
- a minimum of 24 credits at level 8 selected from the following modules:

<b>Module code</b>	<b>Descriptive name</b>	<b>Cr</b>
BBTL671	Bible Languages Research Methodology	16
BBTL672	Linguistics and Literature Study for Bible Languages	16
BBTL673	Introduction to Bible Translation Study	24
GRKS671	Practical Translation, Greek New Testament	24
GRKS672	Rhetoric Applied to the New Testament	24
GRKS673	Moral exhortation in the First Century	24
NTES611	New Testament Exegesis	16
NTES621	The Synoptic Gospels	8
NTES672	New Testament	24
OTES611	Introduction to the Interpretation of the Old Testament and the Pentateuch	16
OTES621	Narrative Text: The Early Prophets	8
OTES672	Old Testament	24
SEMT671	Practical Translation, Hebrew/Aramaic Old Testament	24
SEMT672	Semitic Philology and Methodology	24
SEMT673	Extrabiblical Hebrew and Aramaic	24
SEMT674	Syriac I	24
SEMT675	Ugaritic I	24
SEMT676	Accadian I	24
SEMT677	Arabic I	24

d) 24 credits chosen at level 9 from the following modules:

Module code	Descriptive name	Cr
NTES811	Acts and the General Epistles, Hebrews and Paul's Captivity Epistles and 1 and 2 Corinthians	16
NTES821	The Pauline Epistles: 1 and 2 Thessalonians, Galatians, Romans and the Pastoral Epistles	8
NTES875	1) Key Themes of Revelation History in the New Testament 2) Johannine Writings	16
OTES811	Interpretation of the Prophetic Literature	16
OTES821	Interpretation of the Writings: Chronicles, Ezra, Nehemiah, Ruth, Esther and Daniel.	8
OTES875	Interpretation of the Writings: Poetic and Wisdom Literature, the Old Testament: Fundamental Reflection and Special Themes	16

## T.9.8 COMPOSITION OF CURRICULA FOR GEORGE WHITEFIELD COLLEGE

### T.9.8.1 Curriculum Codes and Modules: George Whitefield College

CURRICULUM	CURRICULUM CODE	PROGRAMME CODE	MINI-DISSERTATION 48 credits	ELECTIVES 80 credits
Dogmatics	T839P	103150	DOGM873	Electives
Ethics	T840P	103151	ETIE873	Electives
Homiletics	T841P	103153	HOML873	Electives
Church and Dogma History	T842P	103155	KDGE873	Electives
Missiology	T843P	103158	MISS873	Electives
New Testament	T844P	103159	NTES873	Electives
Old Testament	T845P	103160	OTES873	Electives
Pastoral Studies	T846P	103161	PAST873	Electives

### T.9.8.2 Composition

The composition of MA with mini dissertation for delivery at George Whitefield College is as follows:

- Mini Dissertation (48 credits)
- Modules chosen from the following (80 credits) (One of the modules must be from the same subject group as the mini dissertation):

Module code	Descriptive name	Cr
DOGM874	Perspectives on Dogmatics	16
ETIE874	Perspectives on Ethics	16
HOML874	Perspectives on Homiletics	16
KDGE874	Perspectives on Church and Dogma History	16
MISS874	Perspectives on Missiology	16
NTES874	Perspectives on New Testament	16
OTES874	Perspectives on Old Testament	16
PAST874	Pastoral Perspectives	16

## **T.10 MAGISTER ARTIUM – LATIN**

Programme code: 103163

DM: F, P

Curriculum code: T847P

**Language medium: This curriculum is presented in English and Afrikaans.**

### **T.10.1 ADMISSION REQUIREMENTS**

The admission requirements for all formal academic qualifications offered by the University are set out in the Admission Policy as approved by Senate and Council ([http://www.nwu.ac.za/webfm\\_send/24749](http://www.nwu.ac.za/webfm_send/24749)). In addition to these general requirements, the following apply:

- T.10.1.1 Hons BA degree in Latin or an equivalent qualification.
- T.10.1.2 Students must have achieved an average mark of at least 65% in the Hons BA examination. Students who failed to obtain at least 65% in that examination may apply to do an interview with the chairperson of the particular subject group, the school director and the director of the research unit.
- T.10.1.3 Together with the application form and other relevant documents, students must submit a preliminary “research proposal” of approximately 1 000 words. This document must identify the title of the proposed study and the research problem. It should also contain a brief background explaining why the particular topic is important. Source references should comply with the accepted NWU style (Harvard method). This document forms part of the criteria to determine which study leader will be most suitable for the particular research.
- T.10.1.4 Admission to MA is handled by the Manager M&D Programmes, in consultation with the probable study leader. Selection is based on academic results and previous assignments and/or research results, and the preliminary “research proposal” as mentioned above.
- T.10.1.5 A module in research methodology may also be prescribed.

### **T.10.2 ARTICULATION**

After successful completion of the curriculum, students can be admitted to the PhD degree in Latin.

### **T.10.3 COMPOSITION**

Module code	Descriptive name	Cr
LATN871	Latin: Dissertation	128

## **T.11 RULES FOR THE DEGREE PHILOSOPHIAE DOCTOR (PHD)**

### **T.11.1 NQF-LEVEL AND NUMBER OF CREDITS**

PhD is an NQF-level 10 qualification with a minimum of 240 credits.

### **T.11.2 DURATION OF STUDY**

T.11.2.1 The general provisions of the A rules apply to this degree.

T.11.2.2 The minimum duration of the study is two years, and the maximum four years. The studies of students who exceed the maximum period may be terminated at the recommendation of the Dean. However, the study period of a student may be extended provisionally after justification by the student and on the recommendation of the Research Director.

### **T.11.3 ADMISSION REQUIREMENTS**

The admission requirements for all formal academic qualifications offered by the University are set out in the Admission Policy as approved by Senate and Council ([http://www.nwu.ac.za/webfm\\_send/24749](http://www.nwu.ac.za/webfm_send/24749)). In addition to these general requirements, the following apply:

T.11.3.1 Admission requirements: Minimum of 65% for the preceding qualification.

T.11.3.2 Together with the application form and other relevant documents, students must submit a preliminary "research proposal" of approximately 1 000 words. This document must identify the title of the proposed study and the research problem. It should also contain a brief background explaining why the particular topic is important. Source references should comply with the accepted NWU style (Harvard method). This document forms part of the criteria to determine which study leader will be most suitable for the particular research.

T.11.3.3 Admission to PhD is handled by the Manager M&D Programmes, in consultation with the probable study leader. Selection is based on academic results and previous assignments and/or research results, and the preliminary "research proposal" as mentioned above.

T.11.3.4 A module in research methodology may also be prescribed.

#### **T.11.3.5 Articulation possibilities**

#### **T.11.3.6 Articulation for Further Study**

None.

#### **T.11.3.7 Articulation to and from Other Institutions**

Articulation is possible as coordinated by the *Forum for University Theological Education (FUTE)*. This body is representative of the Faculties of Theology and Departments of Religious Education from all the South African universities. The compilation of curricula, standards and outcomes is discussed here until consensus is reached. For further information, visit our web: <http://www.puk.ac.za/faculties/theology/sacte.html>

#### **T.11.3.8 Exit Point**

None.

## **T.11.4 EXAMINATION (SEE A.5.4)**

### **T.11.4.1 Course Work Module (specialist subject)**

Students may report for oral examination in the course work module on the recommendation of their promoter and with permission from the School Director. A study can pass or fail the examination. No marks are awarded for examination at doctoral level.

### **T.11.4.2 Repetition of Course Work Modules**

Students can sit twice maximum for examination in any course work module within twelve months following the initial date of registration for that module, after which time they will have to register anew for that module. The thesis module cannot be repeated after failure.

### **T.11.4.3 Thesis module**

The promoter and the Manager M&D Programmes must provide written consent on the prescribed form before the prescribed number of copies of the thesis may be submitted for examination. The thesis must be accompanied by (1) a declaration of the student stating that the document is his/her own work and has not already been submitted for examination to any other university; and (2) documentary proof that a scholarly article from the thesis has been submitted to an accredited journal for publication. Before submitting the thesis for examination, the student must submit it to an expert for language editing. The guidelines set out in the *Manual for Postgraduate Study* as compiled by the Manager M&D Programmes must be followed when writing and finishing off the mini dissertation.

(<http://www.puk.ac.za/opencms/export/PUK/html/beheer-bestuur/beleid-reels/Handnagraads-Des2004.pdf>)

The examination results of the thesis according to the recommendations of the internal and external examiners as appointed by Senate can be one of the following:

- a) be accepted unconditionally; or
- b) be accepted on condition that specified corrections be made, in which case the supervisor is responsible, in consultation with the research director or research entity leader concerned, or where applicable, the school director concerned, to provide the candidate within 14 calendar days after receipt of all the examiners' reports with a memorandum setting out the specified corrections required; or
- c) be referred back to the candidate for revision and/or elaboration and resubmission for re-examination, in which case the supervisor is responsible, in consultation with the research director or research entity leader concerned, or where applicable, the school director concerned, to provide the candidate within 14 calendar days after receipt of all the examiners' reports with a memorandum setting out the nature and extent of the revision or elaboration required; or
- d) not be accepted, in which case the candidate fails.

### **T.11.4.4 Pass Requirements of the PhD-Qualification**

A curriculum is successfully completed when a student has passed both the course work module and the thesis module.



### T.11.5 LIST OF MODULES

Module code	Descriptive name	Cr
DOGM991	Dogmatics: Thesis	224
DOGM994	Perspectives on Dogmatics	32
ETIE991	Ethics: Thesis	224
ETIE994	Perspectives on Ethics	32
GRKS991	Greek: Thesis	224
GRKS994	Perspectives on Greek	32
HOML991	Homiletics: Thesis	224
HOML994	Perspectives on Homiletics	32
KATE991	Catechetics: Thesis	224
KATE994	Perspectives on Catechetics	32
KDGE991	Church and Dogma History: Thesis	224
KDGE994	Perspectives on Church and Dogma History	32
KERG991	Church Polity: Thesis	224
KERG994	Perspectives on Church Polity	32
LATN971	Latin: Thesis	256
LITK991	Liturgics: Thesis	224
LITK994	Perspectives on Liturgics	32
MISS991	Missiology: Thesis	224
MISS994	Perspectives on Missiology	32
NTES991	New Testament: Thesis	224
NTES994	Perspectives on New Testament	32
OTES991	Old Testament Thesis	224
OTES994	Perspectives on Old Testament	32
PAST991	Pastoral Studies: Thesis	224
PAST994	Pastoral Perspectives	32
SEMT991	Semitic Languages: Thesis	224
SEMT994	Perspectives on Semitic Languages	32

## T.11.6 PHILOSOPHIAE DOCTOR (PHD)

DM: F, P, CA

**Language medium: This curriculum is presented in English and Afrikaans.**

PhD requires advanced specialist research study in Christian Theology or Bible Languages. It is a focused qualification which includes a research component in a specialist field at doctoral level. The study can be conducted full time or part time.

During their study, students are allowed to change their curriculum or adapt the curriculum for which they have registered, provided they obtain written permission from the promoter and the Manager M&D Programmes.

### T.11.6.1 Programme Outcomes

Students must be capable of handling all the relevant literature over a broad spectrum of the subject field, and the thesis must contribute to that field within the current South African situation, preferably but not necessarily, within the research unit of the Faculty of Theology, namely *Reformed Theology and the development of the South African Society*, and also in the international Reformed world.

### T.11.6.2 Composition

CURRICULUM	CURRICULUM CODE	PROGRAMME CODE	SPECIALIST SUBJECT 32 credits	THESIS 224 credits
Dogmatics	T901P	307104	DOGM994	DOGM991
Ethics	T902P	307105	ETIE994	ETIE991
Greek	T903P	307106	GRKS994	GRKS991
Homiletics	T904P	307107	HOML994	HOML991
Catechetics	T905P	307108	KATE994	KATE991
Church and Dogma History	T906P	307109	KDGE994	KDGE991
Church Polity	T907P	307110	KERG994	KERG991
Liturgics	T908P	307111	LITK994	LITK991
Missiology	T909P	307112	MISS994	MISS991
New Testament	T910P	307113	NTES994	NTES991
Old Testament	T911P	307111	OTES994	OTES991
Pastoral Studies	T912P	307115	PAST994	PAST991
Semitic Languages	T913P	307116	SEMT994	SEMT991

## **T.11.7 PHILOSOPHIAE DOCTOR — LATIN**

Programme code: 307117

DM: F, P

Curriculum code: T914P

### **T.11.7.1 Admission Requirements**

The admission requirements for all formal academic qualifications offered by the University are set out in the Admission Policy as approved by Senate and Council ([http://www.nwu.ac.za/webfm\\_send/24749](http://www.nwu.ac.za/webfm_send/24749)). In addition to these general requirements, the following apply:

- a) A Masters' degree in Latin or an equivalent qualification.

### **T.11.7.2 Composition**

Module code	Descriptive name	Cr
LATN971	Latin : (Thesis)	256
Total number of credits for the curriculum		256

## T.12

## MANAGEMENT UNITS, SUBJECT GROUPS/RESEARCH SUB PROGRAMMES, MODULE CODES

Management Units	Subject Group/ Research Sub Programme	Module Code
School of Ancient Language and Text Studies	Greek	ANTS671
School of Ancient Language and Text Studies	Greek	ANTS672
School of Biblical Counselling and Church Ministry	Old Testament	BYBL111
School of Biblical Counselling and Church Ministry	New Testament	BYBL122
School of Biblical Counselling and Church Ministry	Old Testament	BYBL212
School of Biblical Counselling and Church Ministry	New Testament	BYBL222
School of Biblical Counselling and Church Ministry	Old Testament	BYBL312
School of Biblical Counselling and Church Ministry	Dogmatology	DOGM211
School of Biblical Counselling and Church Ministry	Dogmatology	DOGM221
School of Biblical Counselling and Church Ministry	Dogmatology	DOGM311
School of Ministers' Training	Dogmatology	DOGM321
School of Ministers' Training	Dogmatology	DOGM611
School of Biblical Counselling and Church Ministry	Dogmatology	DOGM672
School of Ministers' Training	Dogmatology	DOGM811
School of Ministers' Training	Dogmatology	DOGM821
Research Unit for Reformed Theology	Ecclesiological Studies	DOGM872
Research Unit for Reformed Theology	Ecclesiological Studies	DOGM873
School of Biblical Counselling and Church Ministry	Dogmatology	DOGM874
School of Biblical Counselling and Church Ministry	Dogmatology	DOGM876
Research Unit for Reformed Theology	Ecclesiological Studies	DOGM991
Research Unit for Reformed Theology	Ecclesiological Studies	DOGM994
School of Ministers' Training	Dogmatology	ETIE121
School of Biblical Counselling and Church Ministry	Dogmatology	ETIE211
School of Biblical Counselling and Church Ministry	Dogmatology	ETIE311
School of Ministers' Training	Dogmatology	ETIE621
School of Biblical Counselling and Church Ministry	Dogmatology	ETIE672
School of Ministers' Training	Dogmatology	ETIE821
Research Unit for Reformed Theology	Moral renewal of society	ETIE872
Research Unit for Reformed Theology	Moral renewal of society	ETIE873
School of Biblical Counselling and Church Ministry	Dogmatology	ETIE874
School of Ministers' Training	Dogmatology	ETIE875
School of Biblical Counselling and Church Ministry	Dogmatology	ETIE876
Research Unit for Reformed Theology	Moral renewal of society	ETIE991
Research Unit for Reformed Theology	Moral renewal of society	ETIE994
School of Ancient Language and Text Studies	Greek	GRKS112
School of Ancient Language and Text Studies	Greek	GRKS113
School of Ancient Language and Text Studies	Greek	GRKS121
School of Ancient Language and Text Studies	Greek	GRKS211
School of Ancient Language and Text Studies	Greek	GRKS221
School of Ancient Language and Text Studies	Greek	GRKS312
School of Ancient Language and Text Studies	Greek	GRKS322
School of Ancient Language and Text Studies	Greek	GRKS611

Management Units	Subject Group/ Research Sub Programme	Module Code
School of Ancient Language and Text Studies	Greek	GRKS621
School of Ancient Language and Text Studies	Greek	GRKS671
School of Ancient Language and Text Studies	Greek	GRKS672
School of Ancient Language and Text Studies	Greek	GRKS673
School of Ancient Language and Text Studies	Greek	GRKS674
School of Ancient Language and Text Studies	Greek	GRKS675
Research Unit for Reformed Theology	Ancient Text Studies	GRKS872
Research Unit for Reformed Theology	Ancient Text Studies	GRKS873
School of Ancient Language and Text Studies	Greek	GRKS876
Research Unit for Reformed Theology	Ancient Text Studies	GRKS991
Research Unit for Reformed Theology	Ancient Text Studies	GRKS994
School of Ministers' Training	New Testament	HERM322
School of Ministers' Training	New Testament	HERM875
School of Ministers' Training	Practical Theology	HOML211
School of Ministers' Training	Practical Theology	HOML611
School of Ministers' Training	Practical Theology	HOML622
School of Ministers' Training	Practical Theology	HOML821
Research Unit for Reformed Theology	Practical-theological Perspectives	HOML872
Research Unit for Reformed Theology	Practical-theological Perspectives	HOML873
School of Biblical Counselling and Church Ministry	Practical Theology	HOML874
School of Biblical Counselling and Church Ministry	Practical Theology	HOML876
Research Unit for Reformed Theology	Practical-theological Perspectives	HOML991
Research Unit for Reformed Theology	Practical-theological Perspectives	HOML994
School of Biblical Counselling and Church Ministry	Practical Theology	KATE211
School of Ministers' Training	Practical Theology	KATE212
School of Ministers' Training	Practical Theology	KATE621
School of Biblical Counselling and Church Ministry	Practical Theology	KATE672 (Only SWO)
Research Unit for Reformed Theology	Practical-theological Perspectives	KATE872
Research Unit for Reformed Theology	Practical-theological Perspectives	KATE873
School of Biblical Counselling and Church Ministry	Practical Theology	KATE874
School of Biblical Counselling and Church Ministry	Practical Theology	KATE876
Research Unit for Reformed Theology	Practical-theological Perspectives	KATE991
Research Unit for Reformed Theology	Practical-theological Perspectives	KATE994
School of Ministers' Training	Ecclesiology	KDGE121
School of Biblical Counselling and Church Ministry	Ecclesiology	KDGE211
School of Biblical Counselling and Church Ministry	Ecclesiology	KDGE221
School of Biblical Counselling and Church Ministry	Ecclesiology	KDGE311
School of Ministers' Training	Ecclesiology	KDGE312
School of Biblical Counselling and Church Ministry	Ecclesiology	KDGE321
School of Ministers' Training	Ecclesiology	KDGE611
School of Biblical Counselling and Church Ministry	Ecclesiology	KDGE672
School of Ministers' Training	Ecclesiology	KDGE821
Research Unit for Reformed Theology	Ecclesiological Studies	KDGE872
Research Unit for Reformed Theology	Ecclesiological Studies	KDGE873
School of Biblical Counselling and Church Ministry	Ecclesiology	KDGE874
School of Biblical Counselling and Church Ministry	Ecclesiology	KDGE876

Management Units	Subject Group/ Research Sub Programme	Module Code
Research Unit for Reformed Theology	Ecclesiological Studies	KDGE991
Research Unit for Reformed Theology	Ecclesiological Studies	KDGE994
School of Ministers' Training	Ecclesiology	KERG611
School of Biblical Counselling and Church Ministry	Ecclesiology	KERG671
School of Biblical Counselling and Church Ministry	Ecclesiology	KERG672 (Only SWO)
School of Ministers' Training	Ecclesiology	KERG811
Research Unit for Reformed Theology	Ecclesiological Studies	KERG872
Research Unit for Reformed Theology	Ecclesiological Studies	KERG873
School of Biblical Counselling and Church Ministry	Ecclesiology	KERG874
School of Ministers' Training	Ecclesiology	KERG875
School of Biblical Counselling and Church Ministry	Ecclesiology	KERG876
Research Unit for Reformed Theology	Ecclesiological Studies	KERG991
Research Unit for Reformed Theology	Ecclesiological Studies	KERG994
School of Ancient Language and Text Studies	Latin	LATN112
School of Ancient Language and Text Studies	Latin	LATN122
School of Ancient Language and Text Studies	Latin	LATN211
School of Ancient Language and Text Studies	Latin	LATN221
School of Ancient Language and Text Studies	Latin	LATN311
School of Ancient Language and Text Studies	Latin	LATN321
School of Ancient Language and Text Studies	Latin	LATN671
School of Ancient Language and Text Studies	Latin	LATN672
School of Ancient Language and Text Studies	Latin	LATN673
School of Ancient Language and Text Studies	Latin	LATN674
School of Ancient Language and Text Studies	Latin	LATN675
School of Ancient Language and Text Studies	Latin	LATN676
School of Ancient Language and Text Studies	Latin	LATN677
Research Unit for Reformed Theology	Ancient Text Studies	LATN871
Research Unit for Reformed Theology	Ancient Text Studies	LATN971
School of Biblical Counselling and Church Ministry	Practical Theology	LITK221
School of Ministers' Training	Practical Theology	LITK611
School of Biblical Counselling and Church Ministry	Practical Theology	LITK671
School of Ministers' Training	Practical Theology	LITK811
Research Unit for Reformed Theology	Practical-theological Perspectives	LITK872
Research Unit for Reformed Theology	Practical-theological Perspectives	LITK873
School of Biblical Counselling and Church Ministry	Practical Theology	LITK874
School of Biblical Counselling and Church Ministry	Practical Theology	LITK876
Research Unit for Reformed Theology	Practical-theological Perspectives	LITK991
Research Unit for Reformed Theology	Practical-theological Perspectives	LITK994
School of Ministers' Training	Missiology	MISS211
School of Biblical Counselling and Church Ministry	Missiology	MISS213
School of Biblical Counselling and Church Ministry	Missiology	MISS221
School of Biblical Counselling and Church Ministry	Missiology	MISS311
School of Biblical Counselling and Church Ministry	Missiology	MISS312
School of Biblical Counselling and Church Ministry	Missiology	MISS321
School of Ministers' Training	Missiology	MISS621
School of Biblical Counselling and Church Ministry	Missiology	MISS672

Management Units	Subject Group/ Research Sub Programme	Module Code
School of Ministers' Training	Missiology	MISS811
School of Ministers' Training	Missiology	MISS821
Research Unit for Reformed Theology	Missiological Perspectives	MISS872
Research Unit for Reformed Theology	Missiological Perspectives	MISS873
School of Biblical Counselling and Church Ministry	Missiology	MISS874
School of Ministers' Training	Missiology	MISS875
School of Biblical Counselling and Church Ministry	Missiology	MISS876
Research Unit for Reformed Theology	Missiological Perspectives	MISS991
Research Unit for Reformed Theology	Missiological Perspectives	MISS994
School of Ministers' Training	New Testament	NTES111
School of Biblical Counselling and Church Ministry	New Testament	NTES121
School of Biblical Counselling and Church Ministry	New Testament	NTES211
School of Biblical Counselling and Church Ministry	New Testament	NTES221
School of Biblical Counselling and Church Ministry	New Testament	NTES311
School of Biblical Counselling and Church Ministry	New Testament	NTES321
School of Ministers' Training	New Testament	NTES322
School of Ministers' Training	New Testament	NTES612
School of Ministers' Training	New Testament	NTES621
School of Biblical Counselling and Church Ministry	New Testament	NTES673
School of Ministers' Training	New Testament	NTES811
School of Ministers' Training	New Testament	NTES821
Research Unit for Reformed Theology	Bibliological and Hermeneutical Perspectives	NTES872
Research Unit for Reformed Theology	Bibliological and Hermeneutical Perspectives	NTES873
School of Biblical Counselling and Church Ministry	New Testament	NTES874
School of Ministers' Training	New Testament	NTES875
School of Biblical Counselling and Church Ministry	New Testament	NTES876
Research Unit for Reformed Theology	Bibliological and Hermeneutical Perspectives	NTES991
Research Unit for Reformed Theology	Bibliological and Hermeneutical Perspectives	NTES994
School of Ministers' Training	Old Testament	OTES111
School of Biblical Counselling and Church Ministry	Old Testament	OTES121
School of Biblical Counselling and Church Ministry	Old Testament	OTES211
School of Biblical Counselling and Church Ministry	Old Testament	OTES221
School of Biblical Counselling and Church Ministry	Old Testament	OTES311
School of Biblical Counselling and Church Ministry	Old Testament	OTES321
School of Ministers' Training	Old Testament	OTES322
School of Ministers' Training	Old Testament	OTES612
School of Ministers' Training	Old Testament	OTES621
School of Biblical Counselling and Church Ministry	Old Testament	OTES674
School of Ministers' Training	Old Testament	OTES811
School of Ministers' Training	Old Testament	OTES821
Research Unit for Reformed Theology	Bibliological and Hermeneutical Perspectives	OTES872
Research Unit for Reformed Theology	Bibliological and Hermeneutical Perspectives	OTES873

Management Units	Subject Group/ Research Sub Programme	Module Code
School of Biblical Counselling and Church Ministry	Old Testament	OTES874
School of Ministers' Training	Old Testament	OTES875
School of Biblical Counselling and Church Ministry	Old Testament	OTES876
Research Unit for Reformed Theology	Bibliological and Hermeneutical Perspectives	OTES991
Research Unit for Reformed Theology	Bibliological and Hermeneutical Perspectives	OTES994
School of Ministers' Training	Practical Theology	PAST121
School of Biblical Counselling and Church Ministry	Practical Theology	PAST211
School of Biblical Counselling and Church Ministry	Practical Theology	PAST221
School of Biblical Counselling and Church Ministry	Practical Theology	PAST311
School of Biblical Counselling and Church Ministry	Practical Theology	PAST321
School of Biblical Counselling and Church Ministry	Practical Theology	PAST322
School of Ministers' Training	Practical Theology	PAST621
School of Biblical Counselling and Church Ministry	Practical Theology	PAST671
School of Ministers' Training	Practical Theology	PAST822
Research Unit for Reformed Theology	Practical-theological Perspectives	PAST872
Research Unit for Reformed Theology	Practical-theological Perspectives	PAST873
School of Biblical Counselling and Church Ministry	Practical Theology	PAST874
School of Biblical Counselling and Church Ministry	Practical Theology	PAST876
Research Unit for Reformed Theology	Practical-theological Perspectives	PAST991
Research Unit for Reformed Theology	Practical-theological Perspectives	PAST994
School of Ancient Language and Text Studies	Semitic Languages	SEMT112
School of Ancient Language and Text Studies	Semitic Languages	SEMT113
School of Ancient Language and Text Studies	Semitic Languages	SEMT121
School of Ancient Language and Text Studies	Semitic Languages	SEMT211
School of Ancient Language and Text Studies	Semitic Languages	SEMT221
School of Ancient Language and Text Studies	Semitic Languages	SEMT312
School of Ancient Language and Text Studies	Semitic Languages	SEMT322
School of Ancient Language and Text Studies	Semitic Languages	SEMT611
School of Ancient Language and Text Studies	Semitic Languages	SEMT621
School of Ancient Language and Text Studies	Semitic Languages	SEMT671
School of Ancient Language and Text Studies	Semitic Languages	SEMT672
School of Ancient Language and Text Studies	Semitic Languages	SEMT673
School of Ancient Language and Text Studies	Semitic Languages	SEMT674
School of Ancient Language and Text Studies	Semitic Languages	SEMT675
School of Ancient Language and Text Studies	Semitic Languages	SEMT676
School of Ancient Language and Text Studies	Semitic Languages	SEMT677
School of Ancient Language and Text Studies	Semitic Languages	SEMT678
Research Unit for Reformed Theology	Ancient Text Studies	SEMT872
Research Unit for Reformed Theology	Ancient Text Studies	SEMT873
School of Ancient Language and Text Studies	Semitic Languages	SEMT876
Research Unit for Reformed Theology	Ancient Text Studies	SEMT991
Research Unit for Reformed Theology	Ancient Text Studies	SEMT994
School of Ministers' Training	New Testament	TEKS321
School of Ministers' Training	Dogmatology	TEOL111
Research Unit for Reformed Theology	One of the 7 research sub programmes	TEOL671



Management Units	Subject Group/ Research Sub Programme	Module Code
Research Unit for Reformed Theology	One of the 7 research sub programmes	TEOL673
School of Biblical Counselling and Church Ministry	Dogmatology	TNAV671

## T.13 MODULE OUTCOMES

### T.13.1 MODULES PRESENTED BY THE FACULTY OF ARTS

Modulekode: AFLL679(32)	Jaarkursus	NKR-vlak: 8
Titel: Navorsingsmetodologie en skripsie		
<p>Module-uitkomst:</p> <p>Na afloop van hierdie module moet studente kan demonstreeer dat hulle bekwame navorsers is, wat beteken dat hulle:</p> <ul style="list-style-type: none"> <li>• verskillende sienings van navorsing moet kan beskryf en kan toepas;</li> <li>• die navorsingsproses moet kan beskryf en in hulle eie navorsing moet kan toepas;</li> <li>• 'n eie projek moet kan ontwerp en 'n navorsingsvoorstel daarvoor moet kan skryf;</li> <li>• die projek volgens goeie navorsingspraktyk moet kan uitvoer om betroubare resultate te kan bereik;</li> <li>• 'n behoorlike essay (of navorsingsverslag van die projek) moet kan skryf.</li> </ul> <p>In hierdie module skryf die student ook 'n skripsie wat voldoen aan die volgende vereistes:</p> <ul style="list-style-type: none"> <li>• die omvang van die skripsie word bepaal in verhouding tot die onderwerp sodat 'n aanvaarbare hoeveelheid navorsing daarin vervat kan word;</li> <li>• die skripsie moet die vereiste wetenskaplike formaat vertoon, d.w.s. dit moet 'n probleemstelling bevat wat op probleemvrae uitloop, daar moet duidelik doelstellings geformuleer word, asook 'n sentrale teoretiese argument en die struktuur van die skripsie moet aangetoon word;</li> <li>• in die skripsie moet 'n samehangende en relevante argument ontwikkel word en daar moet tot gepaste gevolgtrekkings gekom word;</li> <li>• die skripsie moet stilisties van goeie gehalte wees en alle verwysings en die bibliografie moet wetenskaplik korrek gedoen word;</li> <li>• die standaard van die skripsie moet aanvaarbaar wees volgens die kriteria vir die honneursvlak.</li> </ul>		
Modulekode: AFLL111(12)	Semester 1	NKR-vlak: 5
Titel: Afrikaans: Taal sonder grense		
<p>Module-uitkomst:</p> <p>Ná suksesvolle voltooiing van die module behoort die student in staat te wees om</p> <ul style="list-style-type: none"> <li>• die basiese beginsels en reëls onderliggend aan die Afrikaanse taalgebruikskunde te verstaan en in te oefen;</li> <li>• verskillende tekstipes in Afrikaans te onderskei en krities-evaluerend daarmee om te gaan;</li> <li>• sowel funksionele as estetiese Afrikaanse tekste te ontleed, te interpreteer en te evalueer;</li> <li>• kernbegrippe uit die narratologie aan die hand van geselekteerde Afrikaanse en Nederlandse kortverhale te kan verduidelik.</li> </ul>		
Modulekode: AFLL121(12)	Semester 2	NKR-vlak: 5
Titel: Afrikaanse en Nederlandse taal- en literatuurstudie: teks en konteks – die taal van tekste		
<p>Module-uitkomst:</p> <p>Taalkunde</p> <p>Ná voltooiing van die module behoort die student in staat te wees om</p> <ul style="list-style-type: none"> <li>• basiese grammatikale analitiese en beskrywende begrippe te definieer en toe te pas; en</li> <li>• verteenwoordigende Afrikaanse konstruksies te analiseer en beskryf deur van sistematiese analise- en beskrywingsmetodes gebruik te maak.</li> </ul> <p>Letterkunde</p> <p>Ná voltooiing van die module behoort die student in staat te wees om</p> <ul style="list-style-type: none"> <li>• Afrikaanse en Nederlandse poësie- en dramatekste te analiseer met behulp van 'n teoreties-gefundeerde leesstrategie</li> <li>• die estetiese en ideologiese aspekte van Afrikaanse en Nederlandse gedigte en dramas te identifiseer en beskryf</li> <li>• in groepsverband gesprekke oor tersaaklike temas te kan voer..</li> </ul>		

<b>Modulekode: AFL211(16)</b>	<b>Semester 1</b>	<b>NKR-vlak: 6</b>
<b>Titel:</b> Afrikaanse en Nederlandse taal- en literatuurstudie		
<b>Module-uitkomst:</b> <b>Taalkunde</b> Ná voltooiing van die module behoort die student in staat te wees om <ul style="list-style-type: none"> <li>• die ontwikkeling van Afrikaans oorsigtelik te verduidelik, met klem op die sosiohistoriese omstandighede;</li> <li>• aan te toon hoe die konstruk “meertaligheid” in Suid-Afrika manifesteer deur aandag te gee aan <ul style="list-style-type: none"> <li>◦ die meertalige samelewing in Suid-Afrika;</li> <li>◦ taalwetgewing; en</li> <li>◦ taalbestuursuitdagings; en</li> </ul> </li> <li>• eietydse taalpolitieke standpunte te vergelyk en te evalueer.</li> </ul> <b>Letterkunde</b> Ná voltooiing van die module behoort die student in staat te wees om <ul style="list-style-type: none"> <li>• verskillende teoretiese raamwerke te gebruik in die analise en interpretasie van Afrikaanse en Nederlandse literêre tekste en</li> <li>• die estetiese, kulturele en die sosiale waardes en tendense te identifiseer en te interpreteer in 'n diachroniese studie van die Afrikaanse en Nederlandse letterkunde.</li> </ul>		
<b>Modulekode: AFL222(16)</b>	<b>Semester 2</b>	<b>NKR-vlak: 6</b>
<b>Titel:</b> Afrikaans en Nederlands: Raamwerke vir taal- en literatuurstudie		
<b>Module-uitkomst:</b> <b>Taalkunde</b> Ná suksesvolle voltooiing van die module behoort die student in staat te wees om <ul style="list-style-type: none"> <li>• die basisbegrippe van die morfologie te definieer en te kan begryp;</li> <li>• verteenwoordigende Afrikaanse morfologiese konstruksies te analiseer en bespreek;</li> <li>• verteenwoordigende Afrikaanse morfonologiese prosesse kan beskryf; en</li> <li>• aspekte van die Afrikaanse leksikon te kan bespreek.</li> </ul> <b>Letterkunde</b> Ná suksesvolle voltooiing van die module behoort die student in staat te wees om <ul style="list-style-type: none"> <li>• verskillende teoretiese raamwerke te gebruik in die analise en interpretasie van Afrikaanse en Nederlandse literêre tekste;</li> <li>• die estetiese, kulturele en die sosiale waardes en tendense te identifiseer en te interpreteer in 'n diachroniese studie van die Afrikaanse en Nederlandse letterkunde;</li> </ul>		
<b>Modulekode: AGLA111(12)</b>	<b>Semester 1</b>	<b>NKR-Vlak: 5</b>
<b>Titel:</b> Inleiding tot Akademiese Geletterdheid		
<b>Module-uitkomst:</b> Ná suksesvolle voltooiing van die module sal die student in staat wees om <ul style="list-style-type: none"> <li>• basiese kennis van leerstrategieë, akademiese woordeskat en register asook die lees en skryf van akademiese tekste te demonstreer ten einde doeltreffend binne die akademiese omgewing te funksioneer;</li> <li>• op gepaste wyse binne 'n akademiese omgewing effektief mondelings en skriftelik as individu en as lid van 'n groep te kan kommunikeer;</li> <li>• basiese akademiese tekste te verstaan, interpreteer, evalueer en op koherente wyse toepaslike akademiese genres te kan skryf deur</li> <li>• gebruik te maak van akkurate en toepaslike akademiese konvensies. <ul style="list-style-type: none"> <li>• binne 'n etiese raamwerk akkuraat, vlot en toepaslik te kan luister, praat, lees, skryf en leer.</li> </ul> </li> </ul>		

<b>Modulekode: AGLA121(12)</b>	<b>Semester 1 &amp; 2</b>	<b>NKR-vlak: 5</b>
Titel: Akademiese Geletterdheid		
<p>Module-uitkomst: Ná suksesvolle voltooiing van die module sal die student</p> <ul style="list-style-type: none"> <li>• oor fundamentele kennis beskik van toepaslike rekenaarprogramme, leer-, luister-, lees- en skryfstrategieë kan toepas, akademiese taalregister kan gebruik en akademiese tekste kan lees en kan skryf, ten einde doeltreffend binne die akademiese omgewing te kan funksioneer;</li> <li>• as 'n individu en as lid van 'n groep effektief mondelings en skriftelik op 'n etiese verantwoordelike en toepaslike wyse kan kommunikeer in 'n akademiese omgewing;</li> <li>• wetenskaplike inligting binne 'n verskeidenheid studieterreine as individu en in groepsverband kan soek en versamel, tekste kan ontleed, interpreteer, evalueer en op koherente wyse sintetiseer en oplossings voorstel in toepaslike akademiese genres deur gebruikmaking van linguistiese konvensies soos gebruik in formele taalregisters.</li> </ul>		
<b>Module code: AGLE111(12)</b>	<b>Semester 1</b>	<b>NQF-level: 5</b>
Title: Introduction to Academic Literacy		
<p>Module outcomes:</p> <p>On completion of this module students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate basic knowledge of learning strategies, academic vocabulary and register as well as the reading and writing of academic texts in order to function effectively in the academic environment;</li> <li>• communicate effectively orally and in writing in an appropriate manner in an academic environment;</li> <li>• understand, interpret and evaluate basic academic texts and write appropriate academic genres in a coherent manner by making use of accurate and appropriate academic conventions;</li> <li>• listen, speak, read and write accurately, fluently and appropriately in an ethical framework.</li> </ul>		
<b>Module code: AGLE121(12)</b>	<b>Semester 1/2</b>	<b>NQF-level: 5</b>
Title: Academic Literacy		
<p>Module outcomes:</p> <p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate fundamental knowledge of appropriate computer programs, as well as apply learning, listening, reading and writing strategies, use academic language register and read and write academic texts, in order to function effectively in the academic environment;</li> <li>• as an individual and a member of a group, communicate effectively orally and in writing in an ethically responsible and acceptable manner in an academic environment;</li> <li>• as an individual and a member of a group, find and collect scientific knowledge in a variety of study fields, analyse, interpret, and evaluate texts, and in a coherent manner synthesise and propose solutions in appropriate academic genres by making use of linguistic conventions used in formal language registers.</li> </ul>		
<b>Module code: ATSN111(12)</b>	<b>Semester 1</b>	<b>NQF-level: 5</b>
Title: Setswana: Introductory Grammar and Language Skills		
<p>Module outcomes:</p> <p>After completion of this module, students should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• fundamental knowledge and understanding of the formation of essential functional grammatical structures in Setswana;</li> <li>• basic oral skill in Setswana, both individually and in groups;</li> <li>• individual elementary listening skill of Setswana;</li> <li>• individual reading skill in Setswana.</li> </ul>		

<b>Module code: ATSN121(12)</b>	<b>Semester 2</b>	<b>NQF-level: 5</b>
Title: Setswana: Grammar and Language Skills		
Module outcomes: After completion of this module students should be able to display: <ul style="list-style-type: none"> <li>• fundamental knowledge and understanding of the formation of essential functional grammatical structures of Setswana;</li> <li>• basic oral skill in Setswana, both individually and in groups;</li> <li>• individual elementary listening skills in Setswana;</li> <li>• individual reading skill in Setswana;</li> <li>• individual basic writing skill in Setswana.</li> </ul>		
<b>Module code: ENLL111(12)</b>	<b>Semester 1</b>	<b>NQF-level: 5</b>
Title: Introduction to Literary Genres (I)		
Module outcomes: On completion of this module students should be able to: <ul style="list-style-type: none"> <li>• understand the fundamental concepts and characteristics of literary genres;</li> <li>• analyse and interpret literary texts with a view to their generic elements;</li> <li>• develop arguments based on textual evidence in the course of the interpretation of literary texts;</li> <li>• present sustained arguments about texts in accordance with appropriate academic conventions, in particular in academic essays.</li> </ul>		
<b>Module code: ENLL121(12)</b>	<b>Semester 2</b>	<b>NQF-level: 5</b>
Title: Introduction to Literary Genres (II), and Grammatical Analysis		
Module outcomes: On completion of this module students should be able to: <ul style="list-style-type: none"> <li>• understand the fundamental concepts and characteristics of literary genres;</li> <li>• analyse and interpret literary texts with a view to their generic elements;</li> <li>• develop arguments based on textual evidence in the interpretation of literary texts;</li> <li>• present sustained arguments about texts in accordance with appropriate academic conventions, in particular in academic essays;</li> <li>• understand the fundamental concepts of grammatical analysis;</li> <li>• analyse and interpret simplex clauses in terms of their constituent elements and the grammatical functions thereof.</li> </ul>		
<b>Module code: ENLL211(16)</b>	<b>Semester 1</b>	<b>NQF-level: 6</b>
Title: Development of Literary Genres (I), and Development of Grammatical Complexity		
Module outcomes: On completion of this module students should be able to: <ul style="list-style-type: none"> <li>• understand key characteristics of the most significant pre-twentieth century literary periods;</li> <li>• understand the development of pre-twentieth century poetry/prose fiction;</li> <li>• engage critically with literary and contemporaneous critical texts through analysis and synthesis;</li> <li>• present sustained arguments about texts, with arguments substantiated from text and context, in accordance with appropriate academic conventions, in particular in academic essays;</li> <li>• understand the concepts of complex linguistic structures;</li> <li>• analyse and interpret complex words and clauses in terms of their constituent elements and the grammatical functions thereof.</li> </ul>		
<b>Module code: ENLL221(16)</b>	<b>Semester 2</b>	<b>NQF-level: 6</b>
Title: Development of Literary Genres (II) and Applied Linguistics		
Module outcomes: On completion of this module students should be able to: <ul style="list-style-type: none"> <li>• understand key characteristics of the most significant pre-twentieth century literary periods;</li> <li>• understand the development of pre-twentieth century poetry/prose fiction;</li> <li>• engage critically with literary and contemporaneous critical texts through analysis and</li> </ul>		

synthesis; <ul style="list-style-type: none"> <li>• present sustained arguments about texts, with arguments substantiated from text and context, in accordance with appropriate academic conventions, in particular in academic essays;</li> <li>• understand and evaluate the theoretical bases of the discipline of Applied Linguistics;</li> <li>• apply and evaluate relevant approaches to Teaching English to Speakers of Other Languages (TESOL) and English for Academic Purposes (EAP).</li> </ul>		
<b>Module code: ENLL671(32)</b>	<b>Year module</b>	<b>NQF-level: 8</b>
Title: Research Methodology and Mini Dissertation: Literature		
Module outcomes: On completion of this module students should be: <ul style="list-style-type: none"> <li>• knowledgeable about literary research methodologies in general;</li> <li>• able to use a range of relevant electronic databases, Internet, and other research resources;</li> <li>• able to draft research proposals which conform with generally-accepted norms and criteria;</li> <li>• able to formulate valid and scholarly problem statements;</li> <li>• able to construct/design research theses;</li> <li>• able to write an extended research paper in which they demonstrate the ability to analyse literary texts and phenomena;</li> <li>• able to integrate other viewpoints and criticism of schools of thought, theories, views and trends into a reasonably independent argument;</li> <li>• able to formulate a personal viewpoint logically and coherently while acknowledging and evaluating those of others in a responsible and scholarly manner;</li> <li>• able to manage critical and scholarly discourse in fluent and fairly sophisticated English; and</li> <li>• able to transfer the above skills to the writing of shorter papers in other English courses.</li> </ul>		
<b>Module code: ENLS111(12)</b>	<b>Semester 1</b>	<b>NQF- level: 5</b>
Title: English for specific purposes		
Module outcomes: On completion of this module students should be able to demonstrate knowledge of: <ul style="list-style-type: none"> <li>• the nature of words</li> <li>• the nature of sentences</li> <li>• the language used in literary texts</li> <li>• how to plan and write an essay.</li> </ul>		
<b>Module code: GERM111(12)</b>	<b>Semester 1</b>	<b>NQF-level: 5</b>
Title: German Elementary 1		
Module outcomes: After completion of this module students should: <ul style="list-style-type: none"> <li>• understand the basic rules of pronunciation in German;</li> <li>• understand the basic rules of German grammar;</li> <li>• have an elementary vocabulary;</li> <li>• understand and apply basic German phrases at an elementary level;</li> <li>• use their analytic, synthetic and evaluation skills to read and write simple texts;</li> <li>• have basic knowledge of life and culture in the German-speaking countries as compared to South Africa;</li> <li>• use IT skills to perform tasks and reflect on their learning individually or in groups within an accepted ethical framework.</li> </ul>		
<b>Module code: GERM121(12)</b>	<b>Semester 2</b>	<b>NQF-level: 5</b>
Title: German Elementary 2		
Module outcomes: After completion of this module students should: <ul style="list-style-type: none"> <li>• know the basic rules of pronunciation and grammar;</li> <li>• have a basic vocabulary;</li> <li>• understand common German phrases;</li> </ul>		

<ul style="list-style-type: none"> <li>conduct a basic conversation in German at an elementary level;</li> <li>use their analytic, synthetic and evaluation skills to read, write and translate simple relevant texts;</li> <li>have a general knowledge of life and culture in the German-speaking countries as compared to South Africa;</li> <li>use IT skills to perform tasks and reflect on their learning individually or in groups within an accepted ethical framework.</li> </ul>		
<b>Module code: PHIL211(16)</b>	<b>Semester 1</b>	<b>NQF-level: 6</b>
Title: Reality and knowledge		
<p>Module outcomes</p> <p>After completion of this module, students should have a sound knowledge base of a philosophy on the nature of reality, with particular attention to the relationship between a philosophy of life and religion, and where the consequences of a broad overview of reality become clear with regard to certain aspects, such as science and society.</p> <p>Students will also be able to use suitable philosophical concepts and methods in order to:</p> <ul style="list-style-type: none"> <li>form their own opinion about the nature of reality from a firm philosophical (e.g. Christian) perspective</li> <li>apply their knowledge basis and personal view</li> <li>prepare a typically philosophical report on their new knowledge and views.</li> </ul>		
<b>Module code: PHIL221(16)</b>	<b>Semester 2</b>	<b>NQF-level 6</b>
Title: History of Philosophy		
<p>Module outcomes</p> <p>After completion of this module, students should be able to demonstrate a sound knowledge base of ideas, themes and philosophers in the history of Western thought in the form of</p> <ul style="list-style-type: none"> <li>either a discussion of themes in the history of thought (e.g. rationality, nature/culture, order, competition/conflict); or</li> <li>a discussion of eras (e.g. ancient Greeks, Middle Ages), prominent figures, (e.g. Plato, Kant), and themes (e.g. metaphysics, ethics) in the history of philosophy;</li> </ul> <p>Students should also be able to use suitable forms of philosophical research and reasoning in order to:</p> <ul style="list-style-type: none"> <li>create their own coherent view from a firm philosophical (e.g. Christian) perspective about the ideas and themes in the history of philosophy which they have studied;</li> <li>apply their knowledge and personal view;</li> <li>prepare a typically philosophical report of their knowledge, views and applications.</li> </ul>		
<b>Module code: PSYC111(12)</b>	<b>Semester 1</b>	<b>NQF-level: 5</b>
Title: Introduction to Psychology		
<p>Module outcomes:</p> <p>After completion of this module students should:</p> <ul style="list-style-type: none"> <li>demonstrate a fundamental knowledge base of basic human functioning, including biological, cognitive, emotional and motivational processes, as well as their interrelationship, human and personality development and the way in which this is manifested in abnormal behaviour and optimal human development;</li> <li>demonstrate understanding of the basic aspects of human functioning in the self and other people in well-defined situations in the learning context;</li> <li>demonstrate greater awareness and sensitivity of basic human functioning in themselves and other people in a multicultural context by means of a reflective diary, and by applying relevant literature in an integrated manner in an individual, written assignment and an oral poster presentation.</li> </ul>		
<b>Module code: PSYC121(12)</b>	<b>Semester 2</b>	<b>NQF-level: 5</b>
Title: Social and Community Psychology		
<p>Module outcomes:</p> <p>After completion of this module students should be able to:</p> <ul style="list-style-type: none"> <li>demonstrate fundamental knowledge of and insight into the perspectives and theories underlying social and community psychology and apply the concepts and terminology in well-defined problems or case studies, for instance poverty, constant change, human rights, power</li> </ul>		

<p>abuse, corruption, racism and xenophobia within a multicultural context and understanding of their interrelationship;</p> <ul style="list-style-type: none"> <li>• demonstrate their skill in gathering and processing information for the writing of assignments, individually or in group context, within the context of social and community psychology;</li> <li>• analyse and evaluate case studies, examples or problem situations and solutions both individually or in group context, and to communicate the results in the form of a report or assignment in verbal or written form within the prescribed conventions and formats;</li> <li>• demonstrate a well-established attitude and ethical system in all forms of communication and interaction with people.</li> </ul>		
<b>Module code: PSYC211(16)</b>	<b>Semester 1</b>	<b>NQF-level: 6</b>
Title: Developmental Psychology		
<p>Module outcomes:</p> <p>After completion of this module students should be able to:</p> <ul style="list-style-type: none"> <li>• have a sound knowledge basis of the physical, cognitive, social, moral and personality development of human beings in each stage of the life cycle;</li> <li>• demonstrate thorough understanding of views on human nature and the concepts, theories and key terminologies used in Developmental Psychology in order to communicate information reliably, coherently and ethically correct in assessment tasks;</li> <li>• demonstrate the ability to critically evaluate, analyse and synthesise information of human development in order to solve simulated problems, individually and in group context;</li> <li>• have in-depth understanding of academic discourses about the impact which different contexts have on human development, for instance poverty, malnutrition, over-population, geographical circumstances, discrimination and inadequate social and physical stimulation.</li> </ul>		
<b>Module code: PSYC212(16)</b>	<b>Semester 1</b>	<b>NQF-level: 6</b>
Title: Personality Psychology		
<p>Module outcomes:</p> <p>After completion of this module students be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate in-depth knowledge of: <ul style="list-style-type: none"> <li>- different metatheoretical views on life and reality which are relevant to human functioning;</li> <li>- personality theories, for example psychodynamic, humanistic and ecosystemic schools of thought;</li> </ul> </li> <li>• explain and argue about the content and application possibilities of personality theories and personality psychology, substantiate their view with applicable literature, and communicate it verbally and in written form by integrating the basis of scientific methods and ethical principles;</li> <li>• analyse well-defined and emerging real problems, situations and case studies by using the most applicable procedures and techniques of personality psychology to explain behaviour from the perspective of personality theories, compare and discuss possible solutions, and communicate the result in a coherent, logical and reliable report.</li> </ul>		
<b>Module code: PSYC221(16)</b>	<b>Semester 2</b>	<b>NQF-level: 6</b>
Title: Positive Psychology		
<p>Module outcomes:</p> <p>After completion of this module students should be able to:</p> <ul style="list-style-type: none"> <li>• have sound knowledge of: <ul style="list-style-type: none"> <li>- the shift from the traditional pathogenic paradigm to a salutogenic perspective on human functioning and from there to a balanced perspective on mental health from pathology to flourishing and its implications for public health care;</li> <li>- Positive Psychology/Psychofortology as a movement within the field of Psychology, and;</li> <li>- the important concepts, rules, principles and theories relating to psychological health in order to apply them in the identification and facilitation of their own functioning and the functioning of others within a multicultural context;</li> </ul> </li> <li>• demonstrate the ability to solve well-defined but unfamiliar problems relating to psychological and psychosocial health, using appropriate procedures and sound evidence drawn from a critical analysis of different theories within Positive Psychology/Psychofortology, and communicate the information reliably and coherently, both orally and in writing, thus providing proof of effective and critical reasoning;</li> <li>• apply your knowledge of and insight into Positive Psychology/Psychofortology at individual</li> </ul>		



and social level in an ethically and culturally sensitive way for collective and individual value systems.		
<b>Module code: PSYC311(16)</b>	<b>Semester 1</b>	<b>NQF-level: 7</b>
Title: Psychopathology		
Module outcomes: After completion of this module students should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate full and systematic knowledge of psychological disturbances in a multicultural context in terms of a biopsychosocial model;</li> <li>• display coherent and critical understanding of the relevant concepts and terminologies, theories, processes and techniques of psychopathology used in a professional context in order to apply them in undefined and more complex problem situations in case studies;</li> <li>• show understanding of pathology and interventions in the context of primary, secondary and tertiary health care;</li> <li>• demonstrate their skills of collating and processing information in the completion of written assignments;</li> <li>• analyse case studies individually or in group context, give their own integrated opinion based on theoretical grounds, and communicate this information in the form of a report according to the prescribed conventions of the discipline;</li> <li>• demonstrate a well-established value system and ethical code of conduct in all forms of communication and interaction.</li> </ul>		
<b>Module code: PSYC312(16)</b>	<b>Semester 1</b>	<b>NQF-level: 7</b>
Title: Psychometrics and Research		
Module outcomes: After completion of this module students should be able to:		
<ul style="list-style-type: none"> <li>• explain the nature and processes of psychological evaluation as embedded in the various perspectives on reality and human functioning;</li> <li>• know the basic characteristics and technical requirements of psychological tests, and be able to describe and evaluate (orally and in writing) how tests and test norms are developed;</li> <li>• evaluate the usefulness of psychological tests by means of their psychometric characteristics, with due consideration of the ethical aspects;</li> <li>• explain the control and use of assessment measurement tools in diverse populations by means of appropriate standards and norms;</li> <li>• demonstrate coherent and informed understanding of the research process for both quantitative and qualitative research from the perspectives on reality;</li> <li>• independently obtain and synthesise information from both virtual and other sources for the completion of tasks such as assignments and projects;</li> <li>• critically analyse and evaluate research articles, formulate an independent opinion based on substantiating theories, and write a report based on the APA conventions.</li> </ul>		
<b>Module code: PSYC321(16)</b>	<b>Semester 2</b>	<b>NQF-level: 7</b>
Title: Basic Counselling and Ethical Conduct		
Module outcomes: After completion of this module students should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate sound knowledge of a general model, the therapeutic process, typical counselling techniques, a number of selected application fields (e.g. AIDS and posttraumatic counselling) and the ethical code of counselling, and display coherent and critical understanding of the relevant concepts, principles and theories of the field so as to apply them in undefined complex problem situations and ethical problems in case studies;</li> <li>• analyse case studies or examples (individually or in group context), form their own opinion based on theoretical grounds, and communicate the result in a report according to the prescribed conventions of the discipline;</li> <li>• demonstrate a well-established value system and ethical code of conduct in all forms of communication and interaction, with due awareness of human rights issues.</li> </ul>		

<b>Module code: PSYC322(16)</b>	<b>Semester 2</b>	<b>NQF-level: 7</b>
Title: Applied Psychology		
Module outcomes: After completion of this module students should be able to:		
<ul style="list-style-type: none"> <li>demonstrate full and systematic knowledge of human functioning at all levels of development in a multicultural context and facilitate it in an integrated way in practical or simulated situations;</li> <li>demonstrate critical understanding of perspectives on human functioning from their own coherent world view;</li> <li>demonstrate effective selection and application procedures for gathering qualitative and quantitative information, the ability to integrate it so as to illustrate their ability to deal with unfamiliar, concrete and/or abstract problems by means of using evidence based solutions and theory-driven arguments;</li> <li>demonstrate a well-established value system and ethical conduct in all forms of communication and interaction;</li> <li>use the prescribed format, as applicable in Psychology, in all forms of communication.</li> </ul>		
<b>Module code: SASL111</b>	<b>Semester 1</b>	<b>NQF-level: 5</b>
Title: South African Sign Language and Cultural Studies for the Deaf I		
Module outcomes: On the successful completion of this module, the student should be able to		
<ul style="list-style-type: none"> <li>demonstrate a basic knowledge of the South African Sign Language vocabulary, including finger language/manual alphabet;</li> <li>use the correct South African Sign Language sentence constructions to conduct a basic conversation; and</li> <li>socialize with deaf people within the framework of a socio-cultural model for disability, as recommended by the government policy for the disabled.</li> </ul>		
<b>Module code: SASL121</b>	<b>Semester 2</b>	<b>NQF-level: 5</b>
Title: South African Sign Language and Cultural Studies for the Deaf 2		
Module outcomes: On the successful completion of this module, the student should be able to		
<ul style="list-style-type: none"> <li>engage in a basic conversation with a deaf person and to use suitable conversation strategies;</li> <li>demonstrate an understanding of the basic cultural rules and designation practices of the deaf community; and</li> <li>demonstrate a basic understanding of the differences and correspondences between sign language and spoken language</li> </ul>		
<b>Module code: WVCS221(12)</b>	<b>Semester 2</b>	<b>NQF-level: 6</b>
Title: Understanding the Cultural World		
Module outcomes: [At the end of this module students should be able to:		
<ul style="list-style-type: none"> <li>display in-depth knowledge and extensive understanding of the value and actuality of Theory of Science and the role of Philosophy in the scientific-theological dialogue;</li> <li>integrate the above-mentioned knowledge so as to communicate reality as a coherent variety in a suitable format within an acceptable ethical framework;</li> <li>show extensive understanding of the consequences of such knowledge for Christian thought and Reformed Theology in particular, and analyse and apply it in order to solve a well-defined problem.</li> </ul>		

### T.13.2 MODULES PRESENTED BY THE FACULTY OF THEOLOGY

<b>Module code: ANTS671 (30)</b>	<b>Semester 1-2</b>	<b>NQF-level: 8</b>
Title: Ancient Languages Mini Dissertation		
Module outcomes: After completion of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display extensive, systematic and profound knowledge of research methodology with coherent and critical understanding of key terms, rules, concepts, principles and theories in this regard;</li> <li>critically analyse and synthesise this knowledge through independent analysis of themes</li> </ul>		

<p>relating to research in an ancient language in support of key terms, rules, concepts, principles and theories; present the result in various formats;</p> <ul style="list-style-type: none"> <li>• identify complex problems relating to research of an ancient language;</li> <li>• show conceptual precision with regard to research of an ancient language by means of a process of data collection, organisation, critical analysis and interpretation;</li> <li>• successfully defend a viewpoint or present a hypothesis in the form of a reasoned, logical and coherent argument in one of the ancient languages.</li> </ul>		
<b>Module code: ANTS672 (8)</b>	<b>Semester 1</b>	<b>NQF-level: 8</b>
Title: Textual Methodology for Ancient Languages		
<p>Module outcomes:</p> <p>After completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• display extensive, systematic and profound knowledge of the developments in the study of Linguistics and Literature with coherent and critical understanding of key terms, rules, concepts, principles and theories in the study of Ancient Languages;</li> <li>• critically analyse and synthesise this knowledge through independent analysis of themes relating to the study of Linguistics and Literature in support of key terms, rules, concepts, principles and theories; present the result in various formats;</li> <li>• identify complex problems relating to the study of Linguistics and Literature;</li> <li>• show conceptual precision with regard to the study of Linguistics and Literature by means of a process of data collection, organisation, critical analysis and interpretation;</li> <li>• successfully defend a viewpoint or present a hypothesis in the form of a reasoned, logical and coherent argument in class context through the use of individual or group methods.</li> </ul>		
<b>Module code: BYBL111(8)</b>	<b>Semester 1</b>	<b>NQF-level: 5</b>
Title: Introduction to the Bible and its World		
<p>Module outcomes:</p> <p><b>Section 1 (4): Introduction to the Old Testament and its World</b></p> <p>At the end of this section of the module, students should be able to:</p> <ul style="list-style-type: none"> <li>• display basic knowledge and intelligent understanding of the history of Israel as described in the Old Testament, literary genres of the Old Testament, and the current form and composition of the Old Testament as a collection of books;</li> <li>• have an overview of the cultural-historical background of the Old Testament;</li> <li>• display intelligent understanding of the importance, origin, nature, authority and traditional passing on of the canonical books of the Old Testament, and to define and defend their own viewpoint in this regard;</li> <li>• explain and defend their own presuppositions relating to the nature of the books of the Old Testament;</li> <li>• present the above-mentioned knowledge and information both orally and in writing; and collect, synthesise and evaluate data about selected topics.</li> </ul> <p><b>Section 2 (4): Introduction to the New Testament and its World</b></p> <p>At the end of this section of the module, students should be able to:</p> <ul style="list-style-type: none"> <li>• display basic knowledge and intelligent understanding of the place, unique nature and authority, origin, tradition, composition, historical events, geography, and cultural and social context of the New Testament;</li> <li>• analyse, synthesise, interpret and apply such knowledge within an acceptable ethical framework;</li> <li>• solve well-defined problems within a familiar context.</li> </ul>		
<b>Module code: BYBL122(20)</b>	<b>Semester 2</b>	<b>NQF-level: 5</b>
Title: New Testament: Introduction to Interpretation; the Gospels in Pastoral Counselling		
<p>Module outcomes:</p> <p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• display basic knowledge and intelligent understanding of the principles and methods of interpreting the Synoptic Gospels, the Ethical and Pastoral application of them, the Revelation History of the Gospels, the Canonics of the Synoptic Gospels, and problems relating to the Synoptic Gospels;</li> <li>• analyse, synthesise, interpret and apply knowledge within an acceptable ethical framework;</li> <li>• solve well-defined problems within a familiar context.</li> </ul>		

<b>Module code: BYBL212(16)</b>	<b>Semester 1</b>	<b>NQF-level: 6</b>
Title: Old Testament: Introduction to interpretation of the Old Testament; narrative and judicial texts, Pentateuch		
Module outcomes: <b>Section 1 (8): Introduction to Interpretation of the Old Testament</b> At the end of this section of the module, students should be able to: <ul style="list-style-type: none"> <li>display in-depth and extensive understanding of valid exegetical methodology, concentrating on narrative and judicial texts;</li> <li>critically evaluate and apply the principles of Reformed scriptural interpretation (exegesis);</li> <li>evaluate alternative approaches to exegesis, especially historical-critical approaches, in terms of the above-mentioned exegetical principles;</li> <li>perform independent exegesis of various pericopes, concentrating on narratives, by means of suitable Bible translations, and focusing on Reformed Bible study and counselling from a Reformational perspective;</li> <li>make effective use of various aids in the process of exegesis, for instance computer-based aids and footnotes in recent Bible translations;</li> <li>present and communicate the results of the exegesis in a useful and suitable IT format.</li> </ul> <b>Section 2 (8): The Pentateuch</b> At the end of this section of the module, students should be able to: <ul style="list-style-type: none"> <li>display in-depth and systematic knowledge and coherent and critical understanding of the Pentateuch as a whole as well as the individual books comprising the collection, and perform independent critical evaluation of various viewpoints and current research on the origin, background and message of these books;</li> <li>formulate their own viewpoint on the origin and message of these books and communicate it in group discussions;</li> <li>formulate and explain an ethical framework on the basis of the Old Testament with specific reference to the place of the ethical, civil and ceremonial laws in the Pentateuch.</li> </ul>		
<b>Module code: BYBL222(16)</b>	<b>Semester 2</b>	<b>NQF-level: 6</b>
Title: New Testament: Revelation of the Kingdom; Thematic Overview of the Books of the New Testament		
Module outcomes: <b>Section 1 (6): Revelation History</b> At the end of this section of the module, students should be able to: <ul style="list-style-type: none"> <li>display in-depth knowledge and extensive understanding of the central concepts "Gospel" and "Kingdom" in the New Testament;</li> <li>critically analyse and synthesise the data obtained; and apply and communicate the results for general pastoral counselling by means of a suitable IT format, all within an ethically acceptable framework.</li> </ul> <b>Section 2 (6): Thematic Overview of the NT</b> At the end of this section of the module, students should be able to: <ul style="list-style-type: none"> <li>display in-depth knowledge and extensive understanding of the reasons for and the purpose and structure of each of the following New Testament books: Acts, the Pauline Epistles, the General Epistles, and the Johannine writings (including Revelations);</li> <li>apply this concept by formulating a short overview of the contents of each of the above-mentioned New Testament books, and present it in a suitable IT format;</li> <li>identify themes, by means of basic research skills, in the above-mentioned books which may be important in pastoral counselling, and then analyse and synthesise the themes critically and present the result in a suitable IT format, all within an ethically acceptable framework.</li> </ul>		
<b>Module code: BYBL312(20)</b>	<b>Semester 1</b>	<b>NQF-level: 7</b>
Title: Prophetic, Poetic and Wisdom Literature		
Module outcomes: <b>Section 1 (7): Latter Prophets</b> At the end of this section of the module, students should be able to: <ul style="list-style-type: none"> <li>display profound and systematic knowledge as well as coherent and critical understanding of the origin, background and message of the Latter (Writing) Prophets, the hermeneutics of African Theology, and the importance of the Old Testament in dealing with current topical</li> </ul>		

problems and ethical issues;

- apply this concept through the identification and critical analysis and synthesis of the hermeneutics of African Theology in documents; and present the result in a suitable IT format, all within an ethically acceptable framework;
- apply this concept by finding guidelines in the Old Testament on dealing with current topical problems and ethical issues; and present the result in a suitable IT format, all within an ethically acceptable framework.

### **Section 2 (7): Poetic and Wisdom Literature**

At the end of this section of the module, students should be able to:

- display profound and systematic knowledge as well as coherent and critical understanding of the origin, background and message of selected poetic and wisdom books in the Old Testament, literary approaches, and poetry in Israel and the Ancient Near East;
- apply this concept by analysing and synthesising pericopes from the poetic and wisdom books of the Old Testament; and present the result in a suitable IT format, all within an ethically acceptable framework;
- apply this concept by evaluating the literary approaches to the Old Testament; identify, critically analyse and synthesise them in research results; and present the result in a suitable IT format, all within an ethically acceptable framework;
- delineate as yet undiscussed poetic and wisdom literature in the Old Testament in the form of a pericope, and subject it to exegesis according to acceptable exegetical methods within an ethically acceptable framework, focusing on pastoral care, catechetics, Bible study and personal spiritual enrichment; and present the result in a suitable IT format.

### **Section 3 (6): The Early Prophets**

At the end of this section of the module, students should be able to:

- display profound and systematic knowledge as well as coherent and critical understanding of the origin, background, message and aim of Deuteronomistic History and Chronistic History as a whole;
- solve unfamiliar concrete and abstract problems in Joshua, Judges, Samuel, Kings, Chronicles and Ezra-Nehemiah, with due reference to other ethical frameworks; and present the result in a suitable IT format, all within an ethically acceptable framework;
- delineate narrative text in the Old Testament in the form of a pericope, particularly unfamiliar parts from Joshua, Judges, Samuel, Kings, Chronicles and Ezra-Nehemiah; subject it to exegesis according to acceptable exegetical methods within an ethically acceptable framework, focusing on pastoral care, catechetics, Bible study and personal spiritual enrichment; and present the result in a suitable IT format.

<b>Module code: DOGM211(16)</b>	<b>Semester 1</b>	<b>NQF-level: 6</b>
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Title: Dogmatics: From the Doctrine of Scripture to the Doctrine of Sin

Module outcomes:

At the end of this module, students should be able to:

- display in-depth knowledge of the character and content of Dogmatics as well as the doctrines on Revelation, God, Creation, Anthropology and Sin;
- select such knowledge effectively and critically, and apply and communicate it in suitable formats, both orally and in writing, within the framework of the Reformational doctrine;
- use critical collection skills to solve well-defined familiar and unfamiliar problems relating to the above-mentioned doctrines of Dogmatics, all within an ethically acceptable framework.

<b>Module code: DOGM221(16)</b>	<b>Semester 2</b>	<b>NQF-level: 6</b>
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Title: Dogmatics: Christology to Eschatology

Module outcomes:

At the end of this module, students should be able to:

- display in-depth knowledge of the character and content of Dogmatics, Christology, Pneumatology, Ecclesiology, the doctrine of the Sacraments, and Eschatology;
- select such knowledge effectively and critically, and apply and communicate it in suitable formats, both orally and in writing, within the framework of the Reformational doctrine;
- use critical collection skills to solve well-defined familiar and unfamiliar problems relating to the above-mentioned doctrines of Dogmatics, all within an ethically acceptable framework.

<b>Module code: DOGM311(16)</b>	<b>Semester 1</b>	<b>NQF-level: 7</b>
Title: Dogmatics: Modern Theologians and their Value for Practical Ministry		
Module outcomes: At the end of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display profound knowledge and critical understanding of the theological viewpoints of a number of influential modern theologians;</li> <li>select such knowledge and understanding effectively, and apply and communicate it in suitable formats, both orally and in writing, within the framework of the Reformational doctrine;</li> <li>use well-developed collection skills to solve and answer unfamiliar, concrete and abstract questions and problems which are posed to the Reformed Confession and Theology by members of the above-mentioned theological schools of thought.</li> </ul>		
<b>Module code: DOGM321(8)</b>	<b>Semester 2</b>	<b>NQF-level: 7</b>
Title: Dogmatics: The Institution of Calvin		
Module outcomes: At the end of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display in-depth systematic knowledge of the theology of Calvin as an introduction to Reformed Dogmatics;</li> <li>analyse and apply this knowledge and communicate it effectively in suitable formats, both orally and in writing, within the framework of Reformational doctrine;</li> <li>use the critical collection skills of evaluation, analysis and synthesis to solve well-defined unfamiliar problems in Dogmatics, all within an ethically acceptable framework.</li> </ul>		
<b>Module code: DOGM611(8)</b>	<b>Semester 2</b>	<b>NQF-level: 8</b>
Title: Doctrine of Scripture to the Doctrine of Sin		
Module outcomes: At the end of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display extensive and systematic knowledge of the character and content of Dogmatics and the doctrines on Revelation, God, Creation, Anthropology and Sin;</li> <li>evaluate this knowledge critically and independently and communicate it in suitable formats, both orally and in writing, within the framework of Reformational Theology;</li> <li>in the light of current research, address problems relating to the above-mentioned loci in Dogmatics by means of effective collection skills, all within an ethically acceptable framework.</li> </ul>		
<b>Module code: DOGM672(16)</b>	<b>Semester 1</b>	<b>NQF-level: 8</b>
Title: Dogmatics: Fundamentals of Dogmatics, Doctrine of Scripture to the Doctrine of Sin, Christology and Eschatology		
Module outcomes: At the end of this module, students should be able to:		
<ul style="list-style-type: none"> <li>define the nature and content of Dogmatics;</li> <li>display sound, systematic knowledge of the entire field of Reformed Dogmatics;</li> <li>prove the truth of each Locus of Dogmatics on the basis of Scripture;</li> <li>evaluate viewpoints which differ from Reformed Dogmatics carefully on the basis of Scripture and the Reformed Creeds;</li> <li>form and substantiate their own opinion on any doctrine in Dogmatics;</li> <li>provide proof of independent and critical research on a specific topic in the field of Dogmatics in a separate research document.</li> </ul>		
<b>Module code: DOGM811(8)</b>	<b>Semester 1</b>	<b>NQF-level: 9</b>
Title: Christology to Eschatology		
Module outcomes: At the end of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display extensive systematic knowledge as well as coherent understanding of the following loci in Dogmatics: Christology, Pneumatology, Kingdom (Basileia), Ecclesiology, Doctrine of the Sacraments and Eschatology;</li> <li>analyse this knowledge critically, evaluate it independently, and communicate it in suitable formats within the framework of Reformational Theology;</li> <li>address current problems relating to the above-mentioned loci by means of effective collection skills, all within an ethically acceptable framework.</li> </ul>		

<b>Module code: DOGM821(8)</b>	<b>Semester 2</b>	<b>NQF-level: 9</b>
Title: Modern Theologians and their Value for Practical Ministry		
Module outcomes: At the end of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display extensive, systematic and specialised knowledge of the theological views of a number of prominent modern theologians;</li> <li>evaluate this knowledge critically from a Reformational perspective, and communicate it in suitable formats;</li> <li>answer questions posed to Reformed Dogmatics by the above-mentioned theologians by means of well-developed collection skills.</li> </ul>		
<b>Module code: DOGM872(96)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Dogmatics: Dissertation		
Module outcomes: Students should be able to:		
<ul style="list-style-type: none"> <li>critically analyse and synthesise extensive, systematic and specialised knowledge and coherent objective understanding in Dogmatics as a discipline, evaluate it under supervision by means of well-developed collection skills, study and evaluation of literature and existing research, and present it in the form of a research report (dissertation);</li> <li>solve complex and real-life problems in New Testament as a discipline through the critical evaluation of their own ethical frameworks, with due reference to other frameworks.</li> </ul>		
<b>Module code: DOGM873(48)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Dogmatics: Mini Dissertation		
Module outcomes: Students should be able to:		
<ul style="list-style-type: none"> <li>submit a research proposal which reflects critical understanding and a clear outline of a limited research topic;</li> <li>provide evidence that they are familiar with the research methods and techniques of the subject;</li> <li>document the statement of the problem, aim, field, method, results and conclusions in a scientific manner;</li> <li>write a mini dissertation in which they report on their research skill and their ability to record the results of their research.</li> </ul>		
<b>Module code: DOGM874(16)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Perspectives on Dogmatics		
Module outcomes: After completion of this module, students should be able to:		
<ul style="list-style-type: none"> <li>distinguish ethical theories and apply them effectively to selected areas in the discipline;</li> <li>display extensive and systematic knowledge of the solution of ethical problems which they themselves have identified;</li> <li>compile submissions which are to be presented to role-players in education so as to make a constructive contribution to the moral education of communities.</li> </ul>		
<b>Module code: DOGM876(32)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Perspectives on Dogmatics		
Module outcomes: After completion of this module, students should be able to:		
<ul style="list-style-type: none"> <li>identify ethical theories and apply them effectively to selected areas in the discipline;</li> <li>display extensive and systematic knowledge of the solution of the ethical problems identified by themselves;</li> <li>compile submissions which are to be presented to role-players in education so as to make a constructive contribution to the moral education of communities.</li> </ul>		
<b>Module code: DOGM991(224)</b>	<b>Year module</b>	<b>NQF-level: 10</b>
Title: Dogmatics: Thesis		
Module outcomes: Students should be able to:		
<ul style="list-style-type: none"> <li>identify an unexploited area in the discipline through a comparative literature study of contemporary sources, and indicate the research merit and actuality of that area;</li> </ul>		

<ul style="list-style-type: none"> <li>• write a research proposal which reflects critical understanding and a clear outline of the identified research topic;</li> <li>• write a thesis in which the statement of the problem, aim, field, method, results and conclusions are documented in a scientific manner, and which clearly demonstrates extensive, systematic and specialised knowledge;</li> <li>• provide a clear indication of the significance of the research for community development and the moral education of people within the scope of the research topic.</li> </ul>		
<b>Module code: DOGM994(32)</b>	<b>Year module</b>	<b>NQF-level: 10</b>
Title: Perspectives on Dogmatics		
Module outcomes: After completion of the module, students should be able to: <ul style="list-style-type: none"> <li>• display specialised knowledge of the paradigmatic basis of Ethics;</li> <li>• select their own paradigm on the basis of extensive and systematic knowledge of the philosophy of the subject;</li> <li>• evaluate existing ethical theories in terms of their chosen paradigm;</li> <li>• design their own theories in the light of the chosen paradigm which fulfil the scientific standards of ethics and reflect coherent critical understanding.</li> </ul>		
<b>Module code: ETIE121(8)</b>	<b>Semester 2</b>	<b>NQF-level: 5</b>
Title: Fundamentals of Ethics		
Module outcomes: At the end of this module, students should be able to: <ul style="list-style-type: none"> <li>• display basic knowledge of the metatheory of the discipline Theological Ethics and the place of the Ten Commandments in ethical reflection;</li> <li>• interpret the Ten Commandments and apply them to contemporary ethical problems;</li> <li>• analyse the above-mentioned interpretation and communicate it within an acceptable ethical framework in preaching and counselling.</li> </ul>		
<b>Module code: ETIE211(16)</b>	<b>Semester 1</b>	<b>NQF-level: 6</b>
Title: Human Rights		
Module outcomes: At the end of this module, students should be able to: <ul style="list-style-type: none"> <li>• display in-depth knowledge of the historical development of human rights as expressed in the idea of a constitutional state;</li> <li>• evaluate the universal declaration of human rights from a Christian perspective;</li> <li>• evaluate a number of human rights violations in the South African context from an ethical perspective through effective selection, analysis and synthesis; and communicate solutions in an appropriate manner within an acceptable ethical framework.</li> </ul>		
<b>Module code: ETIE311(16)</b>	<b>Semester 1</b>	<b>NQF-level: 7</b>
Title: Actual Ethical Themes		
Module outcomes: At the end of this module, students should be able to: <ul style="list-style-type: none"> <li>• display profound and systematic understanding of the theoretical foundation of Christian ethics;</li> <li>• collect and select information effectively, evaluate it critically in the light of existing knowledge so as to lay down guidelines on the establishment of their own Christian foundation for ethical action, and communicate it in a suitable manner within an acceptable ethical framework;</li> <li>• assess unfamiliar and abstract current ethical problems within the South African context.</li> </ul> (Relevant ethical themes are selected every year on the basis of their topicality at a given moment.)		
<b>Module code: ETIE621(8)</b>	<b>Semester 2</b>	<b>NQF-level: 8</b>
Title: Human Rights		
Module outcomes: At the end of this module, students should be able to: <ul style="list-style-type: none"> <li>• display in-depth knowledge of the ethics of human rights as it functions in the South African constitutional state;</li> <li>• collect and select information effectively, evaluate it in the light of existing knowledge from a theological-ethical perspective, and communicate their own fundamental view in a suitable and prescribed manner within an acceptable ethical framework;</li> </ul>		



<ul style="list-style-type: none"> <li>assess human rights violations in the light of the ethics of human rights, and propose solutions.</li> </ul>		
<b>Module code: ETIE672(16)</b>	<b>Semester 1</b>	<b>NQF-level: 8</b>
Title: Human Rights		
<p>Module outcomes:</p> <p>After completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>display basic and systematic understanding of the metatheory of Christian Ethics and of human rights as expressed in the idea of a constitutional state;</li> <li>collect and select information effectively, evaluate it in the light of existing knowledge, and communicate their own fundamentally Christian view on human rights in a suitable and prescribed manner within an acceptable ethical framework ;</li> <li>evaluate unfamiliar and abstract problems relating to human rights violations from their own Christian foundation..</li> </ul>		
<b>Module code: ETIE821(8)</b>	<b>Semester 2</b>	<b>NQF-level: 9</b>
Title: Ethical Issues in the Current South African Context		
<p>Module outcomes:</p> <p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>identify pertinent ethical problems in contemporary South African society and analyse them in the light of their extensive and systematic knowledge;</li> <li>formulate ethical principles and norms from a Reformational metatheory which can be applied contextually;</li> <li>propose useful and directional solutions to the ethical problems by means of these formulated ethical principles and norms.</li> </ul>		
<b>Module code: ETIE872(96)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Ethics: Dissertation		
<p>Module outcomes:</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>submit a research proposal which reflects coherent and critical understanding of a well-defined and -formulated ethical research topic;</li> <li>provide evidence of specialised knowledge of the research methods and techniques of the subject;</li> <li>document the statement of the problem, aim, field, method, results and conclusions in a scientific manner;</li> <li>write a scientific dissertation which provides evidence of analytical ability, a critical approach and independent insight.</li> </ul>		
<b>Module code: ETIE873(48)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Ethics: Mini Dissertation		
<p>Module outcomes:</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>submit a research proposal which reflects critical understanding and a clear outline of a limited research topic;</li> <li>provide evidence of their familiarity with the research methods and techniques of the subject;</li> <li>document the statement of the problem, aim, field, method, results and conclusions in a scientific manner;</li> <li>write a mini dissertation in which they report on their research skill and their ability to record the results of their research.</li> </ul>		
<b>Module code: ETIE874(16)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Perspectives on Ethics		
<p>Module outcomes:</p> <p>After completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>identify ethical theories and apply them effectively to selected areas in the discipline;</li> <li>display extensive and systematic knowledge of the solution of the ethical problems identified by themselves;</li> <li>compile submissions which are to be presented to role-players in education so as to make a constructive contribution to the moral education of communities.</li> </ul>		

<b>Module code: ETIE875(8)</b>	<b>Semester 2</b>	<b>NQF-level: 9</b>
Title: Ethical Issues in the Current South African Context		
Module outcomes: At the end of this module, students should be able to:		
<ul style="list-style-type: none"> <li>identify and analyse contemporary ethical problems through the application of their extensive and systematic knowledge;</li> <li>establish ethical principles and norms from the perspective of a Reformational life and world view through their coherent and critical understanding of the subject;</li> <li>find useful and directional solutions to the ethical problems by means of these formulated ethical principles and norms, and propose the solutions in memoranda to community leaders.</li> </ul>		
<b>Module code: ETIE876(32)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Perspectives on Ethics		
Module outcomes: After completion of this module, students should be able to:		
<ul style="list-style-type: none"> <li>identify ethical theories and apply them effectively to selected areas in the discipline;</li> <li>display extensive and systematic knowledge of the solution of the ethical problems identified by themselves;</li> <li>compile submissions which are to be presented to role-players in education so as to make a constructive contribution to the moral education of communities.</li> </ul>		
<b>Module code: ETIE991(224)</b>	<b>Year module</b>	<b>NQF-level: 10</b>
Title: Ethics: Thesis		
Module outcomes: Students should be able to:		
<ul style="list-style-type: none"> <li>identify an unexploited area in the discipline through a comparative literature study of contemporary sources; and indicate the research merit and actuality of that area;</li> <li>write a research proposal which reflects critical understanding and a clear outline of the identified research topic;</li> <li>write a thesis in which the statement of the problem, aim, field, method, results and conclusions are documented in a scientific manner, and which clearly demonstrates extensive, systematic and specialised knowledge;</li> <li>provide a clear indication of the significance of the research for community development and the moral education of people within the scope of the research topic.</li> </ul>		
<b>Module code: ETIE994(32)</b>	<b>Year module</b>	<b>NQF-level: 10</b>
Title: Perspectives on Ethics		
Module outcomes: After completion of the module, students should be able to:		
<ul style="list-style-type: none"> <li>display specialised knowledge of the paradigmatic basis of Ethics;</li> <li>select their own paradigm on the basis of extensive and systematic knowledge of the philosophy of the subject;</li> <li>evaluate existing ethical theories in terms of their chosen paradigm;</li> <li>design their own theories in the light of the chosen paradigm which fulfil the scientific standards of ethics and reflect coherent critical understanding.</li> </ul>		
<b>Module code: GRKS112(12)</b>	<b>Semester 1</b>	<b>NQF-level: 5</b>
Title: Greek Grammar I		
Module outcomes: After completion of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display sound knowledge and skill with regard to simple Greek passages with an informed understanding of key terms, rules, concepts, principles and theories in respect of: <ul style="list-style-type: none"> <li>➤ morphological and syntactical analysis and explanation, grammatical interpretation and translation which provide evidence that they have mastered the grammar, vocabulary and paradigms at basic level (approximately a third of a recognised didactic grammar);</li> </ul> </li> <li>provide their own interpretation of the thought structure at micro level of a simple sentence, and communicate their interpretation successfully;</li> <li>define words contextually in terms of sociocultural context of the Graeco-Roman background;</li> <li>describe the geographical context of the Graeco-Roman zones/expansions.</li> </ul>		

<b>Module code: GRKS113(16)</b>	<b>Semester 1</b>	<b>NQF-level: 5</b>
Title: Greek Language Competence		
Module outcomes: After completion of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display sound knowledge and skill regarding the structure of the Greek language, including an intelligent understanding of key terms, rules, concepts, principles and theories;</li> <li>identify parts of speech, phrases and sentences from the Greek Bible, and translate and interpret them by means of dictionaries and electronic sources;</li> <li>define words contextually in terms of the sociocultural context of the Graeco-Roman life world;</li> <li>describe the geographical context of the Graeco-Roman life world.</li> </ul>		
<b>Module code: GRKS121(16)</b>	<b>Semester 2</b>	<b>NQF-level: 5</b>
Title: Greek Grammar II		
Module outcomes: At the end of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display basic knowledge of more complex Greek passages, including intelligent understanding of key terms, rules, concepts, principles and theories with regard to morphological and syntactical analysis and explanation, as well as grammatical interpretation and translation to indicate that they have mastered the grammar, vocabulary and paradigms at basic level (approximately two-thirds of a recognised didactic grammar);</li> <li>analyse, synthesise and evaluate this knowledge, and communicate it in the prescribed format, both orally and in writing;</li> <li>provide their own interpretation of the thought structure in a familiar and unfamiliar compound sentence, and communicate their interpretation successfully.</li> </ul>		
<b>Module code: GRKS211(16)</b>	<b>Semester 1</b>	<b>NQF-level: 6</b>
Title: Greek Grammar III and Semantics		
Module outcomes: At the end of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display in-depth knowledge of Greek passages and paragraphs, including extensive understanding of key terms, rules, concepts, principles and theories with regard to morphological and syntactical analysis and explanation, as well as grammatical interpretation and translation to indicate that they have mastered the grammar, vocabulary and paradigms at basic level (the complete contents of a recognised didactic grammar);</li> <li>analyse and synthesise this knowledge critically and communicate it in a suitable IT format;</li> <li>provide their own well-defined interpretation of the thought structure in familiar and unfamiliar Greek passages and paragraphs at micro- and macro level, and communicate the result in a suitable IT format;</li> <li>display in-depth knowledge and extensive understanding of the basic principles of the semantics of New Testament Greek, and apply this ability in the definition of the meaning of a word used in a specific context in the Greek New Testament, with valid and intelligent use of such means as dictionaries and lexicons.</li> </ul>		
<b>Module code: GRKS221(16)</b>	<b>Semester 2</b>	<b>NQF-level: 6</b>
Title: Greek Composition		
Module outcomes: At the end of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display in-depth knowledge of New Testament textual criticism, interpret the textual criticism comments in contemporary editions, and perform successful and valid textual critical control of a Scriptural passage in the Greek New Testament;</li> <li>critically analyse and synthesise the grammatical principles of Greek syntax in the reading and generation of texts in Classical and New Testament Greek, and communicate the result in a suitable IT format;</li> <li>understand the fine stylistic nuances of the Greek language in both familiar and unfamiliar pericopes, and apply their knowledge in reading and generating texts in Classical and New Testament Greek.</li> </ul>		

<b>Module code: GRKS312(8)</b>	<b>Semester 1</b>	<b>NQF-level: 7</b>
Title: Greek Translation and Analysis of Texts		
Module outcomes: After completion of this module, students should be able to:		
<ul style="list-style-type: none"> <li>provide their own analysis of the thought structure at micro- and macro level of pericopes in simple texts in the Greek New Testament, and then interpret and communicate their analysis successfully;</li> <li>use electronic aids for the linguistic interpretation of the Greek New Testament;</li> <li>interpret the literary form of a pericope and/or book in terms of ancient literary forms;</li> <li>translate simple selected passages to demonstrate insight into the linguistic details and the coherence of each sentence and/or pericope. Passages are taken from simple sections of the New Testament, Apostolic Fathers, LXX and classical prose authors.</li> </ul>		
<b>Module code: GRKS322(8)</b>	<b>Semester 2</b>	<b>NQF-level: 7</b>
Title: Greek Translation and Analysis of Texts		
Module outcomes: After completion of this module, students should be able to:		
<ul style="list-style-type: none"> <li>provide their own analysis of the thought structure at micro- and macro level of pericopes in more difficult texts in the Greek New Testament, and then interpret and communicate their analysis successfully;</li> <li>use electronic aids for the linguistic interpretation of the Greek New Testament;</li> <li>interpret the literary form of a pericope and/or book in terms of ancient literary forms;</li> <li>translate simple selected passages to demonstrate insight into the linguistic details and the coherence of each sentence and/or pericope. Passages are taken from simple sections of the New Testament, Apostolic Fathers, LXX and classical prose authors.</li> </ul>		
<b>Module code: GRKS611(8)</b>	<b>Semester 1</b>	<b>NQF level: 8</b>
Title: Greek Translation and Analysis of Simple Texts		
Module outcomes: After completion of this module, students should be able to:		
<ul style="list-style-type: none"> <li>translate more complex, unfamiliar pericopes from the New Testament, Apostolic Fathers, LXX and classical prose authors so as to demonstrate insight into the linguistic details and coherence of each sentence and/or pericope, the genre of the particular pericope/book, and the textual critical comments relating to that pericope, and communicate the result in a suitable IT format.</li> <li>translate more complex selected Greek passages so as to demonstrate insight into the linguistic details and coherence of each sentence or pericope. Passages are taken from more complex sections of the New Testament and the LXX.</li> </ul>		
<b>Module code: GRKS621(8)</b>	<b>Semester 1</b>	<b>NQF-level: 8</b>
Title: Greek Translation and Analysis, more Complex Texts II		
Module outcomes: At the end of this module, students should be able to:		
<ul style="list-style-type: none"> <li>translate selected complex Greek passages so as to demonstrate insight into the linguistic details and coherence of each sentence and/or pericope. Passages are taken from more complex sections of the Apostolic Fathers and classical prose authors and/or poets.</li> </ul>		
<b>Module code: GRKS671 (24)</b>	<b>Semester 1-2</b>	<b>NQF-level: 8</b>
Title: Practical Translation Greek New Testament		
Module outcomes: After completion of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display extensive, systematic and profound knowledge of practical Bible translation, including intelligent understanding of key terms, rules, concepts, principles and theories;</li> <li>critically analyse and synthesise this knowledge by selecting suitable themes from one or more relevant Bible translations, evaluate them independently, and communicate the result in various suitable formats;</li> <li>identify complex problems relating to practical Bible translation, especially in contemporary research on Bible translation, by means of critical analysis, synthesis and independent evaluation of data in the form of an argument, and defend the result individually or in class context</li> </ul>		

<b>Module code: GRKS672(24)</b>	<b>Year module</b>	<b>NQF-level: 8</b>
Title: Rhetoric of Ancient Greek Texts		
Module outcomes: After completion of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display extensive, systematic and profound knowledge of the rhetoric of Ancient Greek texts, including intelligent understanding of key terms, rules, concepts, principles and theories;</li> <li>critically analyse and synthesise this knowledge by selecting suitable themes from one or more relevant texts, evaluate them independently, and communicate the result in various formats;</li> <li>identify complex problems relating to rhetoric in Ancient Greek texts, especially in contemporary research on rhetoric, by means of critical analysis, synthesis and independent evaluation of data in the form of an argument, and defend the result individually or in class context.</li> </ul>		
<b>Module code: GRKS673(24)</b>	<b>Year module</b>	<b>NQF-level: 8</b>
Title: Lifestyle Education in the Greek New Testament		
Module outcomes: After completion of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display extensive, systematic and profound knowledge of moral exhortation in the Graeco-Roman world of the first century by, first, familiarising themselves with the state of research in this field and, secondly, reading a representative selection of relevant primary Greek texts;</li> <li>use this knowledge to put moral exhortation in the Greek New Testament in socio-historical and literary relief by translating the particular scriptural passages to clearly show the relief;</li> <li>present the result in a suitable IT format within an ethically acceptable framework.</li> </ul>		
<b>Module code: GRKS674(24)</b>	<b>Year module</b>	<b>NQF-level: 8</b>
Title: Classical Greek Mythology in Context		
Module outcomes: After completion of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display extensive, systematic and profound knowledge of classical Greek mythology in context by, first, familiarising themselves with the state of research in this field and, secondly, reading a representative selection of relevant primary Greek texts, showing intelligent understanding of key terms, rules, concepts, principles and theories;</li> <li>critically analyse and synthesise this knowledge by selecting suitable themes from one or more relevant texts, evaluating them independently, and communicating the result in various formats;</li> <li>identify complex problems relating to classical Greek mythology in context, especially in contemporary research on classical Greek mythology, by means of critical analysis, synthesis and independent evaluation of data in the form of an argument, and defend the result individually or in class context.</li> </ul>		
<b>Module code: GRKS675(24)</b>	<b>Year module</b>	<b>NQF-level: 8</b>
Title: Septuagint studies		
Module outcomes: After completion of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display extensive, systematic and profound knowledge of the Septuagint by, first, familiarising themselves with the state of research in this field and, secondly, reading a representative selection of relevant primary Greek texts, showing intelligent understanding of key terms, rules, concepts, principles and theories;</li> <li>critically analyse and synthesise this knowledge by selecting suitable themes from one or more relevant pericopes from the Septuagint, evaluating them independently, and presenting the result in various formats;</li> <li>identify complex problems relating to the Septuagint, especially in contemporary research on the Septuagint, by means of critical analysis, synthesis and independent evaluation of data in the form of an argument, and defend the result individually or in class context.</li> </ul>		
<b>Module code: GRKS872(96)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Greek: Dissertation		
Module outcomes: Students should be able to:		
<ul style="list-style-type: none"> <li>display extensive, systematic and specialised knowledge as well as coherent critical</li> </ul>		

<p>understanding of Greek as a discipline in their analysis and synthesis of information and the evaluation thereof under supervision through well-developed collection skills, study and evaluation of literature and existing research in the form of a research report (dissertation);</p> <ul style="list-style-type: none"> <li>• solve complex and real-life problems within Greek as a discipline through the analysis of their own ethical frameworks, with due consideration of other frameworks.</li> </ul>		
<b>Module code: GRKS876(32)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Perspectives on Greek		
<p>Module outcomes:</p> <p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• display, both orally and in writing, extensive, systematic and specialised knowledge and coherent critical understanding of Greek as a discipline;</li> <li>• analyse and synthesise this knowledge, and evaluate it under supervision through well-developed collection skills, study and evaluation of literature and existing research;</li> <li>• solve complex and real-life problems and issues within Greek as a discipline through the analysis of their own ethical frameworks, with due consideration of other frameworks.</li> </ul>		
<b>Module code: GRKS991(224)</b>	<b>Year module</b>	<b>NQF-level: 10</b>
Title: Greek: Thesis		
<p>Module outcomes:</p> <p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• display extensive, systematic and specialised knowledge as well as coherent critical understanding of Greek as a discipline in their analysis and synthesis of information and the evaluation thereof under supervision through well-developed collection skills, independent study and evaluation of literature and existing research in the form of a thesis;</li> <li>• solve prominent complex and undefined problems in Greek as a discipline through the critical evaluation of their own ethical frameworks, with due consideration of other frameworks.</li> </ul>		
<b>Module code: GRKS994(32)</b>	<b>Year module</b>	<b>NQF-level: 10</b>
Title: Perspectives on Greek		
<p>Module outcomes:</p> <p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• display, both orally and in writing, extensive, systematic and specialised knowledge and coherent critical understanding of Greek as a discipline;</li> <li>• analyse and synthesise this knowledge, and evaluate it independently through well-developed collection skills, independent study and evaluation of literature and existing research;</li> <li>• solve prominent complex and undefined problems in Greek as a discipline through the analysis of their own ethical frameworks, with due consideration of other frameworks.</li> </ul>		
<b>Module code: HERM322(12)</b>	<b>Semester 2</b>	<b>NQF-level: 7</b>
Title: Introduction to Theological Hermeneutics		
<p>Module outcomes:</p> <p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• display complete and systematic knowledge and coherent and critical understanding of the field and nature of Biblical Studies, introductory theoretical aspects relating to exegesis and hermeneutics, focusing on the interpretation of different types of text, the significance and application of the Bible and the history of Bible interpretation, concentrating on recent trends in Bible interpretation;</li> <li>• on the basis of such knowledge and understanding, analyse and synthesise hermeneutic pronouncements and exegetic results, and so engage in dialogue within an ethically acceptable framework and then present the result in a suitable IT format.</li> </ul>		
<b>Module code: HERM875(8)</b>	<b>Semester 1</b>	<b>NQF-level: 9</b>
Title: Advanced Theological Hermeneutics		
<p>Module outcomes:</p> <p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• display extensive, systematic and specialised knowledge as well as coherent critical understanding of the fundamentals of Reformed Hermeneutics, both orally and in writing;</li> <li>• in the light of their acquired knowledge and coherent understanding, based on familiarity with current research in the discipline, evaluate the validity and contribution of other hermeneutic</li> </ul>		

<p>models used in Biblical Studies through the critical evaluation of their own ethical frameworks;</p> <ul style="list-style-type: none"> <li>• in the light of their acquired knowledge and coherent understanding, based on familiarity with current research in the discipline, identify fundamental questions and problems relating to the Bible and its authority, evaluate viewpoints in this regard, and state and defend their own Reformed viewpoint;</li> <li>• analyse and synthesise this knowledge critically, and evaluate it under supervision through well-developed collection skills, study and evaluation of literature and existing research.</li> </ul>		
<b>Module code: HOML211(8)</b>	<b>Semester 1</b>	<b>NQF-level: 6</b>
Title: Scriptural Fundamentals of Homiletics		
<p>Module outcomes:</p> <p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• display in-depth knowledge and extensive understanding of the Scriptural fundamentals of preaching;</li> <li>• effectively select and apply the preliminary steps in the process of writing a sermon; select and use the process of bridging the time between the time of the Bible and our time; critically analyse and synthesise the information obtained; present the result, in suitable format, as a draft for a sermon, and communicate the final product, all within an ethically acceptable format ;</li> <li>• formulate the draft of the sermon logically and in readily-communicable Afrikaans or English;</li> <li>• present well-defined, familiar and unfamiliar problems in an unfamiliar context in their own framework, so as to communicate the draft of their sermon.</li> </ul>		
<b>Module code: HOML611(8)</b>	<b>Semester 1</b>	<b>NQF-level: 8</b>
Title: Principles and Practice of Preaching		
<p>Module outcomes:</p> <p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• display extensive and systematic knowledge, from an independent critical frame of reference, of the essence of preaching in a Reformational context and the methodology to be used in projecting the message of a biblical passage on to the life of the listener through an exegetic, hermeneutic and homiletic process;</li> <li>• demonstrate their skills in accountable, balanced and effective use of the Bible, hermeneutic bridging and communicative sermon-writing with a view to the oral presentation of a sermon during a group session (preaching class) in different formats applicable to the context;</li> <li>• reinforce their own ethical framework so as to cultivate an advanced sense of responsibility with regard to the weightiness of the Word with which they are dealing, and develop acute understanding of and sensitivity for the projection of the Word on to the listeners in a way which is neither manipulative nor truth obscurant;</li> <li>• take a competent and effective step in delivering a sermon to listeners amid the complexity and problematic of their lives.</li> </ul>		
<b>Module code HOML622(8)</b>	<b>Semester 2</b>	<b>NQF-level 8</b>
Title: Creative Preaching and Practical Class Sermons (Preaching Class)		
<p>Module outcomes:</p> <p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate extensive, systematic and profound knowledge of the principles of preaching relating to God and the Bible</li> <li>• conduct critical analysis, synthesis and independent evaluation, and display effective collection skills with regard to the genre of the text and narrative preaching and communicate the result in a suitable format</li> <li>• identify complex and real-life problems and issues in the lives of church members and the minister</li> <li>• with due consideration of other frameworks, develop their own critical and ethical framework of language usage and clear communication in order to create a proper perspective through preaching</li> <li>• apply exegetic and homiletic principles in the preparation and delivery of sermons – one from the Old Testament, one from the New Testament and one from the Creeds of the Church (preferably the Heidelberg Catechism) – under the guidance of the appropriate experts in the field.</li> </ul>		

<b>Module code: HOML821(8)</b>	<b>Semester 2</b>	<b>NQF-level: 9</b>
Title: Applied Homiletics		
Module outcomes: At the end of this module, students should be able to:		
<ul style="list-style-type: none"> <li>• use the different elements in the sermon-making process to reflect extensive and systematic knowledge of the various formats required by the variables in contemporary situations, and effective collection skills in the research necessary to achieve this object;</li> <li>• integrate the sermon and the liturgy, with coherent and critical understanding of the nature of the service and the encounter that is taking place;</li> <li>• work out an effective programme for the practising of personal spirituality in the complex situation of full-time ministry, with due consideration of a suitable ethical framework with regard to all the people whose lives are affected and influenced by the work of a preacher;</li> <li>• prepare an effective and suitable three-month programme for sermons, with due consideration of a suitable ethical framework with regard to all the people whose lives are affected and influenced by the work of a preacher.</li> </ul>		
<b>Module code: HOML872(96)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Homiletics: Dissertation		
Module outcomes: Students should be able to:		
<ul style="list-style-type: none"> <li>• submit a research proposal by means of critical analysis, synthesis and independent evaluation;</li> <li>• provide evidence that they are familiar with the research methods and techniques of their field;</li> <li>• write a dissertation, documenting the statement of the problem and the aim, field, method, results and conclusions through well-developed collection skills, including critical analysis, synthesis and independent data evaluation through literature study under supervision;</li> <li>• provide evidence of their analytical ability, critical approach and independent insight;</li> <li>• report on their research skills and their ability to record the results of their research, with due regard to their own and other critical frameworks.</li> </ul>		
<b>Module code: HOML873(48)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Homiletics: Mini Dissertation		
Module outcomes: Students should be able to:		
<ul style="list-style-type: none"> <li>• submit a research proposal by means of critical analysis, synthesis and independent evaluation;</li> <li>• provide evidence that they are familiar with the research methods and techniques of their field;</li> <li>• write a mini dissertation, documenting the statement of the problem and the aim, field, method, results and conclusions through well-developed collection skills, including critical analysis, synthesis and independent data evaluation through literature study under supervision;</li> <li>• provide evidence of their analytical ability, critical approach and independent insight;</li> <li>• report on their research skills and their ability to record the results of their research, with due regard to their own and other critical frameworks.</li> </ul>		
<b>Module code: HOML874(16)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Perspectives on Homiletics		
Module outcomes: After completion of this module, students should be able to:		
discuss a selection of topics in the field of Homiletics and, with due consideration of their own and other ethical frameworks, communicate specialised knowledge on the subject, displaying the necessary skills for critical analysis, synthesis and independent evaluation of the research field.		
<b>Module code: HOML876(32)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Perspectives on Homiletics		
Module outcomes: After completion of this module, students should be able to:		
discuss a selection of topics in the field of Homiletics and, with due consideration of their own and other ethical frameworks, communicate specialised knowledge on the subject, displaying the necessary skills for critical analysis, synthesis and independent evaluation of the research field.		



<b>Module code: HOML991(224)</b>	<b>Year module</b>	<b>NQF-level: 10</b>
Title: Homiletics: Thesis		
Module outcomes: Students should be able to: <ul style="list-style-type: none"> <li>submit a research proposal for a prominent area in the discipline by means of critical analysis, synthesis and independent evaluation;</li> <li>provide evidence that they are familiar with the research methods and techniques of their field and able to use them in a specialised manner;</li> <li>write a thesis, documenting the statement of the problem and the aim, field, method, results and conclusions through well-developed collection skills, including critical analysis, synthesis and independent data evaluation through independent literature study;</li> <li>provide evidence of their analytical ability, critical approach and independent insight;</li> <li>report on their research skills and their ability to record the results of their research, with due regard to their own and other critical frameworks.</li> </ul>		
<b>Module code: HOML994(32)</b>	<b>Year module</b>	<b>NQF-level: 10</b>
Title: Perspectives on Homiletics		
Module outcomes: After completion of this module, students should be able to: conduct a verbal discussion on the relevant literature, issues, methods and research in Homiletics. In the discussion, students should demonstrate that they have extensive, systematic and specialised knowledge of the pertinent areas of the subject, sufficiently well developed collection skills to reach accountable conclusions, and an advanced ethical assessment framework to deal responsibly with research methodology and results.		
<b>Module code: KATE211(16)</b>	<b>Semester 1</b>	<b>NQF-level: 6</b>
Title: Biblical Fundamentals of Catechetics		
Module outcomes: After completion of this module, students should be able to: <ul style="list-style-type: none"> <li>display basic knowledge of Catechetics;</li> <li>analyse this knowledge in any given context, and communicate it orally as well as in writing in a suitable format within an acceptable ethical framework;</li> <li>select and apply the Reformed theological approach to creative biblical instruction in different contexts after obtaining the appropriate teaching skills.</li> </ul>		
<b>Module code: KATE212(8)</b>	<b>Semester 2</b>	<b>NQF-level: 6</b>
Title: Catechetics: Creative Bible Instruction		
Module outcomes: After completing this module, students should be able to: <ul style="list-style-type: none"> <li>display basic knowledge of Catechetics;</li> <li>analyse this knowledge in any given context, and communicate it orally as well as in writing in a suitable format within an acceptable ethical framework;</li> <li>select and apply the Reformed theological approach to creative biblical instruction in different contexts after obtaining the appropriate teaching skills</li> </ul>		
<b>Module code: KATE621(8)</b>	<b>Semester 2</b>	<b>NQF-level: 8</b>
Title: Creative Biblical Instruction		
Module outcomes: After completion of this module, students should be able to: <ul style="list-style-type: none"> <li>display systematic and in-depth knowledge of the origin, history and biblical teaching of Catechetics;</li> <li>critically analyse, synthesise and implement this knowledge in any given context, and communicate it both orally and in writing in a suitable format within an accepted ethical framework;</li> <li>identify and synthesise the critically collected information in various contexts from a Reformed theological perspective.</li> </ul>		
<b>Module code: KATE672(16)</b>	<b>Year module</b>	<b>NQF-level: 8</b>
Title: Pastoral Counselling		
Module outcomes: After completion of this module, students should be able to: <ul style="list-style-type: none"> <li>demonstrate systematic and in-depth knowledge of the origin, history and biblical teaching of</li> </ul>		

<p>Catechetics;</p> <ul style="list-style-type: none"> <li>critically analyse, synthesise and implement this knowledge in any given context and communicate this knowledge orally and in writing within an accepted ethical framework in a relevant format;</li> <li>identify and synthesise the information obtained from a Reformational Theological approach.</li> </ul>		
<b>Module code: KATE872(96)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Catechetics: Dissertation		
<p>Module outcomes:</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>submit a research proposal which demonstrates coherent and critical understanding of a well-defined and formulated catechetics research topic;</li> <li>display specialised knowledge of research methods and techniques in this field;</li> <li>scientifically document the statement of the problem, aim, field, method, results and conclusions;</li> <li>present a scientifically prepared dissertation which proves analytical ability, a critical approach and independent insight.</li> </ul>		
<b>Module code: KATE873(48)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Catechetics: Mini Dissertation		
<p>Module outcomes:</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>submit a research proposal which demonstrates critical understanding and a clear outline of a limited research topic;</li> <li>provide evidence that they are conversant with the research methods and techniques of the subject ;</li> <li>document the statement of the problem, aim, field, method, results and conclusion in a scientific manner;</li> <li>write a mini dissertation in which they report on their research skills and their ability to record the results of their research.</li> </ul>		
<b>Module code: KATE874(16)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Perspectives on Catechetics		
<p>Module outcomes:</p> <p>After completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>identify catechetic theories and apply them effectively to selected areas in the discipline;</li> <li>demonstrate extensive and systematic knowledge in the solution of the catechetic issues identified by themselves;</li> <li>write submissions which are to be presented to role-players in education so as to make a constructive contribution to the moral education of communities.</li> </ul>		
<b>Module code: KATE876(32)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Perspectives on Catechetics		
<p>Module outcomes:</p> <p>After completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>identify catechetic theories and apply them effectively to selected areas in the discipline;</li> <li>demonstrate extensive and systematic knowledge in the solution of the catechetic issues identified by themselves;</li> <li>write submissions which are to be presented to role-players in education so as to make a constructive contribution to the moral education of communities.</li> </ul>		
<b>Module code: KATE991(224)</b>	<b>Year module</b>	<b>NQF-level: 10</b>
Title: Catechetics: Thesis		
<p>Module outcomes:</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>identify an unexploited area in the discipline through comparative literature study of contemporary sources, and indicate the merit and actuality of the area;</li> <li>prepare a research proposal which provides evidence of critical understanding and a clear outline of the identified research topic;</li> <li>write a thesis in which the statement of the problem and the aim, field, method, results and</li> </ul>		

<p>conclusions are documented in a scientific manner and which reflects extensive, systematic and specialised knowledge;</p> <ul style="list-style-type: none"> <li>• give a clear indication of the significance of the research for community development and the moral education of people within the framework of the research topic.</li> </ul>		
<b>Module code: KATE994(32)</b>	<b>Year module</b>	<b>NQF-level: 10</b>
Title: Perspectives on Catechetics		
<p>Module outcomes:</p> <p>After completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• display specialised knowledge of the paradigm-driven aspect of Catechetics;</li> <li>• select their own paradigm on the basis of extensive and systematic knowledge of the philosophy of the subject;</li> <li>• evaluate existing catechetic theories in terms of their chosen paradigm;</li> <li>• design their own theories in the light of the chosen paradigm which fulfil the scientific standards of the subject and reflect coherent critical understanding.</li> </ul>		
<b>Module code: KDGE121(8)</b>	<b>Semester 2</b>	<b>NQF-level: 5</b>
Title: Fundamentals of Church and Dogma History		
<p>Module outcomes:</p> <p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• display basic knowledge of general Church and Dogma History as well as intelligent understanding of the epistemological principles of the subject Church and Dogma History and the presuppositions about its periodisation;</li> <li>• interpret, analyse and evaluate this knowledge, and present it in a basic written format, all within an ethically acceptable framework;</li> <li>• solve well-defined problems with regard to familiar facts and dogmatic phenomena relating to Church History in the Western and the Eastern Church.</li> </ul>		
<b>Module code: KDGE211(16)</b>	<b>Semester 1</b>	<b>NQF-level: 6</b>
Title: Early Christian and Mediaeval Churches		
<p>Module outcomes:</p> <p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• display in-depth knowledge of the history of the early Christian church as well as extensive understanding of the dogmatic issues of that time;</li> <li>• in the light of this knowledge, analyse the church historical data and present the result in a suitable academic paper, all within an ethically acceptable framework;</li> <li>• assess and solve well-defined problems in the development of the church, especially the history of missionary work in the Middle Ages.</li> </ul>		
<b>Module code: KDGE221(16)</b>	<b>Semester 2</b>	<b>NQF-level: 6</b>
Title: The Reformation and Modern Church and Dogma History		
<p>Module outcomes:</p> <p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• display in-depth knowledge of the process of the Reformation, and extensive understanding of the theological disputes at the core of the process;</li> <li>• in the light of this knowledge, analyse the church historical data and present the result in a suitable academic paper, all within an ethically acceptable framework;</li> <li>• solve well-defined problems in the development of Church and Dogma History in modern times against the background of modern philosophical trends, and indicate their influence on the church of today.</li> </ul>		
<b>Module code: KDGE311(16)</b>	<b>Semester 1</b>	<b>NQF-level: 7</b>
Title: South African Church History		
<p>Module outcomes:</p> <p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• display profound and systematic knowledge of the history of the church in South Africa, as well as coherent and critical understanding of the influence of socio-political developments in South Africa on the missionary work of the church;</li> <li>• select and apply this knowledge effectively, and present it in a suitable academic paper, all within an ethically acceptable framework;</li> </ul>		

<ul style="list-style-type: none"> <li>• solve unfamiliar concrete and abstract problems in South African church history;</li> <li>• be conversant with their own church tradition and assess it critically in the light of the history of other church traditions in South Africa.</li> </ul>		
<b>Module code: KDGE312(12)</b>	<b>Semester 1</b>	<b>NQF-level: 7</b>
Title: Church History: The Reformation.		
Module outcomes: After completion of this module students should be able to: <ul style="list-style-type: none"> <li>• display in-depth knowledge of the Reformation, particularly the doctrines and church polity issues of that time;</li> <li>• understand and evaluate the development of the church of the Reformation.</li> </ul>		
<b>Module code: KDGE321(16)</b>	<b>Semester 2</b>	<b>NQF-level: 7</b>
Title: Church History: The Reformation		
Module outcomes: At the end of this module, students should be able to: <ul style="list-style-type: none"> <li>• display profound and systematic knowledge of the Reformation, and coherent and critical understanding of all the disputes of the time with regard to Dogmatics and Canonics;</li> <li>• select and apply this knowledge effectively, and present it in a suitable academic paper, all within an ethically acceptable framework;</li> <li>• solve unfamiliar concrete and abstract problems in the history of the Reformation;</li> <li>• understand and assess their own roots from the perspective of church history and against the background of the developments in the church of the Reformation.</li> </ul>		
<b>Module code: KDGE611(8)</b>	<b>Semester 1</b>	<b>NQF-level: 8</b>
Title: The Ecumenic and Reformed Confessions		
Module outcomes: At the end of this module, students should be able to: <ul style="list-style-type: none"> <li>• display extensive, systematic and profound knowledge of the history of the Reformation and the spreading of the Reformation during the sixteenth century;</li> <li>• display coherent and critical understanding of the history of dogma and the origin of the ecumenic and the Reformed confession ;</li> <li>• select, analyse and evaluate this knowledge effectively and critically, and present it in a suitable academic paper, all within an ethically acceptable framework;</li> <li>• solve complex problems and issues in the history of dogma.</li> </ul>		
<b>Module code KDGE672(16)</b>	<b>Year module</b>	<b>NQF-level</b>
Title: General Church and Dogma History		
Module outcomes: After completion of this module, students should b e able to: <p><b>Section 1</b></p> <ul style="list-style-type: none"> <li>• Display systematic and profound knowledge of the history of the early Christian church, especially the dogmatic issues of that time;</li> <li>• Demonstrate systematic and profound knowledge of the development of the church, with special attention to the history of missionary work in the Middle Ages.</li> </ul> <p><b>Section 2</b></p> <ul style="list-style-type: none"> <li>• Display systematic and profound knowledge of the history of the church in South Africa;</li> <li>• Demonstrate systematic and profound knowledge of the influence of socio-political developments in South Africa on the missionary work of the church;</li> <li>• Identify and synthesise all this information from a Reformational and theological approach within the history of each student's own church tradition.</li> </ul>		
<b>Module code: KDGE821(8)</b>	<b>Semester 2</b>	<b>NQF-level: 9</b>
Title: Modern Church and Dogma History		
Module outcomes: At the end of this module, students should be able to: <ul style="list-style-type: none"> <li>• display extensive, systematic and specialised knowledge of South African church history and of the church and dogma history of the modern era;</li> <li>• display coherent and critical understanding of the philosophical trends as a background to church and dogma history in the modern era;</li> </ul>		

<ul style="list-style-type: none"> <li>select, analyse and evaluate this knowledge effectively and critically, and present it orally and in a suitable academic paper, all within an ethically acceptable framework;</li> <li>solve complex problems and issues in the history of the modern church, and understand the history of their own church tradition against the background of general South African church history.</li> </ul>		
<b>Module code: KDGE872(96)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Church and Dogma History: Dissertation		
Module outcomes: Students should be able to: <ul style="list-style-type: none"> <li>display extensive, systematic and specialised knowledge of a specifically selected topic which has a prominent place in the discipline of Church and Dogma History;</li> <li>display coherent and critical understanding of the topic and its philosophical background;</li> <li>analyse, synthesise and evaluate this knowledge critically and independently, and present it as a dissertation, all within an ethically acceptable framework;</li> <li>solve complex problems and issues in a specific area of church and dogma history;</li> <li>provide evidence of well-developed collection skills, identification, critical analysis, synthesis and independent evaluation and literature study under supervision.</li> </ul>		
<b>Module code: KDGE873(48)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Church and Dogma History: Mini Dissertation		
Module outcomes: Students should be able to: <ul style="list-style-type: none"> <li>display extensive, systematic and specialised knowledge of a specifically selected topic which has a prominent place in the discipline of Church and Dogma History;</li> <li>display coherent and critical understanding of the topic and its philosophical background;</li> <li>analyse, synthesise and evaluate this knowledge critically and independently, and present it as a mini dissertation, all within an ethically acceptable framework;</li> <li>solve complex problems and issues in a specific area of church and dogma history;</li> <li>provide evidence of well-developed collection skills, identification, critical analysis, synthesis and independent evaluation and literature study under supervision.</li> </ul>		
<b>Module code: KDGE874(16)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Perspectives on Church and Dogma History		
Module outcomes: At the end of this module, students should be able to: <ul style="list-style-type: none"> <li>display extensive, systematic and specialised knowledge of a selection of topics which have a prominent place in the discipline of Church and Dogma History</li> <li>display coherent and critical understanding of the topic and its philosophical background;</li> <li>analyse, synthesise and evaluate this knowledge critically and independently, and present it in a suitable oral and/or written format, all within an ethically acceptable framework;</li> <li>solve complex problems and issues in selected areas of church and dogma history;</li> <li>provide evidence of well-developed collection skills, identification, critical analysis, synthesis and independent evaluation of data and literature study under supervision.</li> </ul>		
<b>Module code: KDGE876(32)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Perspectives on Church and Dogma History		
Module outcomes: At the end of this module, students should be able to: <ul style="list-style-type: none"> <li>display extensive, systematic and specialised knowledge of a selection of topics which have a prominent place in the discipline of Church and Dogma History</li> <li>display coherent and critical understanding of the topic and its philosophical background;</li> <li>analyse, synthesise and evaluate this knowledge critically and independently, and present it in a suitable oral and written format, all within an ethically acceptable framework;</li> <li>solve complex problems and issues in selected areas of church and dogma history;</li> <li>provide evidence of well-developed collection skills, identification, critical analysis, synthesis and independent evaluation of data and literature study under supervision.</li> </ul>		

<b>Module code: KDGE991(224)</b>	<b>Year module</b>	<b>NQF-level: 10</b>
Title: Church and Dogma History: Thesis		
Module outcomes: Students should be able to:		
<ul style="list-style-type: none"> <li>display extensive, systematic and specialised knowledge of a prominent area in the discipline of Church and Dogma History;</li> <li>display coherent and critical understanding of the topic and its philosophical background;</li> <li>analyse, synthesise and evaluate this knowledge critically and independently, and present it as a thesis, all within an ethically acceptable framework;</li> <li>solve complex problems and issues in selected areas of church and dogma history;</li> <li>provide evidence of well-developed collection skills, and independent execution of the study and evaluation of literature and existing research.</li> </ul>		
<b>Module code: KDGE994(32)</b>	<b>Year module</b>	<b>NQF-level: 10</b>
Title: Perspectives on Church and Dogma History		
Module outcomes: At the end of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display extensive, systematic and specialised knowledge of relevant literature, issues, methods and research which have a prominent place in the discipline of Church and Dogma History;</li> <li>display coherent and critical understanding of the above-mentioned factors;</li> <li>analyse, synthesise and evaluate this knowledge critically and independently, and present it in a suitable oral format, all within an ethically acceptable framework;</li> <li>solve complex problems and issues in selected areas of church and dogma history;</li> <li>provide evidence of well-developed collection skills and independent execution of the study and evaluation of literature and existing research.</li> </ul>		
<b>Module code: KERG611(8)</b>	<b>Semester 1</b>	<b>NQF-level: 8</b>
Title: Introduction to Reformed Church Polity		
Module outcomes: At the end of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display extensive and systematic knowledge of and insight into the fundamentals of the subject, Church Polity;</li> <li>display critical understanding of the significance and coherence of the vocabulary and terminology of Church Polity;</li> <li>use and evaluate this knowledge and insight effectively, and present it within an ethical framework in a suitable academic manner.</li> </ul>		
<b>Module code: KERG672(16)</b>	<b>Year module</b>	<b>NQF-level: 8</b>
Title: Introduction to Reformed Church Polity		
Module outcomes: After completion of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display extensive and systematic understanding of the philosophical fundamentals of the subject ,Church;</li> <li>master the skills to collect and select relevant information effectively;</li> <li>evaluate and communicate the relevant knowledge and information.</li> </ul>		
<b>Module code: KERG811(8)</b>	<b>Semester 1</b>	<b>NQF-level: 9</b>
Title: Reformed Church Polity: Historical Overview		
Module outcomes: At the end of the module, students should be able to:		
<ul style="list-style-type: none"> <li>display extensive and systematic knowledge of and insight into the historical development of the subject;</li> <li>display critical understanding of the origin and content of the various church government systems, with the focus on the Presbyterian system;</li> <li>use and evaluate this knowledge and insight effectively, and present it in a scientific manner.</li> </ul>		

<b>Module code: KER872(96)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Church Polity: Dissertation		
Module outcomes: Students should be able to:		
<ul style="list-style-type: none"> <li>submit a research proposal which demonstrates coherent and critical insight into a clearly defined and formulated research design in the discipline of church Polity;</li> <li>provide evidence of specialised skill in the research methods and techniques of the discipline;</li> <li>document the statement of the problem, aim, field, method, results and conclusions in a scientific manner;</li> <li>write a scientific dissertation which demonstrates analytical ability, critical approach and independent insight.</li> </ul>		
<b>Module code: KER873(48)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Church Polity: Mini Dissertation		
Module outcomes: Students should be able to:		
<ul style="list-style-type: none"> <li>submit a research proposal which demonstrates coherent and critical insight into a clearly defined and formulated research design in the discipline of church Polity;</li> <li>provide evidence of specialised skill in the research methods and techniques of the discipline;</li> <li>document the statement of the problem, aim, field, method, results and conclusions in a scientific manner;</li> <li>write a scientific mini dissertation which demonstrates analytical ability, critical approach and independent insight.</li> </ul>		
<b>Module code: KER874(16)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Perspectives on Church Polity		
Module outcomes: After completion of the module, students should be able to:		
<ul style="list-style-type: none"> <li>identify theories and traditions in church polity, and use them effectively in selected areas of the discipline;</li> <li>demonstrate extensive and systematic knowledge in the solution of issues which have been identified in church polity;</li> <li>write submissions which will contribute to the education of communities which have a direct interest in the matter.</li> </ul>		
<b>Module code: KER875(8)</b>	<b>Semester 1</b>	<b>NQF-level: 9</b>
Title: Orientation to the Church Order of the RCSA		
Module outcomes: At the end of the module, students should be able to:		
<ul style="list-style-type: none"> <li>display knowledge of and insight into the church order of the RCSA with regard to its historical and fundamental background;</li> <li>understand and master the hermeneutics of the provisions in the church order through coherent and critical insight;</li> <li>consult the church order to find possible solutions to problems that emerge, and present their advice and insights in an effective and scientific manner.</li> </ul>		
<b>Module code: KER876(32)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Perspectives on Church Polity		
Module outcomes: After completion of the module, students should be able to:		
<ul style="list-style-type: none"> <li>identify theories and traditions in church polity, and use them effectively in selected areas of the discipline;</li> <li>demonstrate extensive and systematic knowledge in the solution of issues which have been identified in church polity;</li> <li>write submissions which will contribute to the education of communities which have a direct interest in the matter.</li> </ul>		

<b>Module code: KERG991(224)</b>	<b>Year module</b>	<b>NQF-level: 10</b>
Title: Church Polity: Thesis		
Module outcomes: Students should be able to:		
<ul style="list-style-type: none"> <li>identify an unexploited area in the discipline through a comparative literature study of contemporary sources, and indicate the merit and actuality of research in this area;</li> <li>prepare a research proposal which demonstrates critical understanding and a clear outline of the identified research topic;</li> <li>write a thesis in which the statement of the problem, aim, field, method, results and conclusions are documented in a scientific manner, and which displays extensive, systematic and specialised knowledge;</li> <li>clearly indicate the significance of the research for community development and the ethical education of people within the framework of the research topic.</li> </ul>		
<b>Module code: KERG994(32)</b>	<b>Year module</b>	<b>NQF-level: 10</b>
Title: Perspectives on Church Polity		
Module outcomes: After completion of this module students should be able to:		
<ul style="list-style-type: none"> <li>demonstrate specialised knowledge of the philosophical and theological fundamentals and paradigms of Church Polity;</li> <li>form an independent opinion of one or more selected paradigms;</li> <li>justify and present their own insight while looking at other theories and traditions with a critical and evaluative eye.</li> </ul>		
<b>Module code: LATN112(12)</b>	<b>Semester 1</b>	<b>NQF-level: 5</b>
Title: Latin for Everyone		
Module outcomes: After completion of this module students should be able to:		
<ul style="list-style-type: none"> <li>translate simple Latin passages;</li> <li>demonstrate a proficient vocabulary;</li> <li>recognise a number of inflections and grammatical constructions in Latin;</li> <li>relate Latin phrases;</li> <li>recognise the Latin origin of English and Afrikaans works;</li> <li>discuss historical and ancient themes from the late republican era..</li> </ul>		
<b>Module code: LATN122(12)</b>	<b>Semester 2</b>	<b>NQF-level: 5</b>
Title: Judicial and Church Latin		
Module outcomes: After completion of this module students should be able to:		
<ul style="list-style-type: none"> <li>translate relevant Latin texts</li> <li>recognise further Latin grammatical inflections and constructions</li> <li>demonstrate a proficient vocabulary</li> <li>have a sound knowledge of judicial and church terminology in Latin</li> <li>discuss historical and ancient themes from the late republican period</li> </ul>		
<b>Module code: LATN211(16)</b>	<b>Semester 1</b>	<b>NQF-level: 6</b>
Title: Latin Authors and Roman History I		
Module outcomes: At the end of this module students should be able to:		
<ul style="list-style-type: none"> <li>display sound knowledge and intelligent understanding of Latin vocabulary, grammatical concepts and principles, and of the context in which the Christian authors lived and wrote;</li> <li>apply their knowledge to analyse texts from the Vulgate and Christian authors, to translate them and interpret them at a simple level within an ethically acceptable framework;</li> <li>select and synthesise information from various sources on selected historical and ancient tourist attractions in Europe which illustrates the life world of the Christians, prepare a presentation in conjunction with other members of a group, and present it in a suitable IT format to an audience of fellow students, all within an ethically acceptable framework.</li> </ul>		



<b>Module code: LATN221(24)</b>	<b>Semester 2</b>	<b>NQF-level: 6</b>
Title: Latin Authors and Roman History II		
Module outcomes: At the end of this module students should be able to:		
<ul style="list-style-type: none"> <li>display sound knowledge and intelligent understanding of Latin vocabulary, grammatical concepts and principles, the political and cultural context in which selected authors lived and wrote in the republican and/or early imperial era (silver and gold), their genres and style, current commentaries on the work of the authors and selected related historical and ancient themes from the republican and early imperial era;</li> <li>apply such knowledge by the analysis and translation of texts by authors from the early imperial era, provide grammatical, contextual and other related commentary, interpret the texts, and find links with contemporary literature, all within an ethically acceptable framework.</li> </ul>		
<b>Module code: LATN311(24)</b>	<b>Semester 1</b>	<b>NQF-level: 7</b>
Title: Latin Authors and Roman History III		
Module outcomes: At the end of this module students should be able to:		
<ul style="list-style-type: none"> <li>display sound knowledge and intelligent understanding of Latin vocabulary, grammatical concepts and principles, the political and cultural context in which selected authors from the imperial era (silver and gold) lived and wrote), their genres and style, authoritative modern commentaries on the work of the authors and related historical and ancient themes from the imperial era;</li> <li>apply such knowledge by the analysis and translation of texts by authors from the imperial era (golden century), provide grammatical, contextual and other related commentary, interpret the texts, and find links at various levels with the literature and life world of the 21st century;</li> <li>select and synthesise information from various sources on selected historical and ancient tourist attractions in Europe which illustrates life in the imperial era and/or certain Apostolic Fathers of the West, prepare a presentation in a suitable IT format and present it to an audience of fellow students, all within an ethically acceptable framework</li> </ul>		
<b>Module code: LATN321(32)</b>	<b>Semester 2</b>	<b>NQF-level: 7</b>
Title: Latin Authors and Roman History IV		
Module outcomes: At the end of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display sound knowledge and intelligent understanding of Latin vocabulary, grammatical concepts and principles, the political and cultural context in which selected Latin authors lived and wrote, their genres and style, current authoritative commentaries on the work of the authors, and historical and ancient themes from the late imperial era.</li> <li>apply such knowledge by the analysis and translation of texts by selected authors, provide grammatical, contextual and other related commentary, interpret the texts, and find links at various levels with the literature and life world of the 21st century, all within an ethically acceptable framework.</li> </ul>		
<b>Module code: LATN671(24)</b>	<b>Year module</b>	<b>NQF-level: 8</b>
Title: Translation and Theory of translation of Latin Texts		
Module outcomes: After completion of this module, students should be able to:		
<ul style="list-style-type: none"> <li>demonstrate the ability to translate Latin texts from different genres;</li> <li>identify typical vocabulary, grammatical constructions, contextual references, and the reference framework of each author;</li> <li>demonstrate a significant knowledge of the prevailing translation theory.</li> </ul>		
<b>Module code: LATN672(24)</b>	<b>Year module</b>	<b>NQF-level: 8</b>
Title: Christian prose and Poetry in Latin Texts		
Module outcomes: After completion of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display significant knowledge about the life and literary productions as well as the social-political, literary and historical context in which the texts were produced;</li> </ul>		

<ul style="list-style-type: none"> <li>• identify the typical vocabulary and stylistic features of Latin Christian prose and poetry;</li> <li>• explain contextual references in Christian prose and poetry;</li> <li>• demonstrate acquired skills applied to the translation of Christian prose and poet;</li> <li>• demonstrate significant knowledge of prevailing translation theory;</li> <li>• analyse grammatical constructions from the selected texts form Latin Christian prose and poetry;</li> <li>• formulate independent opinions regarding the nature and the value of Latin Christian prose and poetry;</li> <li>• critically evaluate opinions and theories about the Latin Christian prose and poetry in the secondary sources.</li> </ul>		
<b>Module code: LATN673(24)</b>	<b>Year module</b>	<b>NQF-level: 8</b>
Title: Roman Historiography and Biography		
<p>Module outcomes:</p> <p>After completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• display significant knowledge about the life and literary productions as well as the social-political, literary and historical context in which the texts were produced;</li> <li>• identify the typical vocabulary and stylistic features of the Roman historians and biographers;</li> <li>• explain contextual references in Roman historiography and biography;</li> <li>• demonstrate acquired skills applied to the translation of Roman historical prose and biography;</li> <li>• demonstrate significant knowledge of prevailing translation theory;</li> <li>• analyse grammatical constructions from the selected texts form Roman historiography and biography;</li> <li>• formulate independent opinions regarding the nature and the value of Roman historiography and biography;</li> <li>• critically evaluate opinions and theories about Roman historiography and biography from secondary sources.</li> </ul>		
<b>Module code: LATN674(24)</b>	<b>Year module</b>	<b>NQF-level: 8</b>
Title: Roman didactical Prose, Rhetoric and Letters		
<p>Module outcomes:</p> <p>After completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• display significant knowledge about the life and literary productions as well as the social-political, literary and historical context in which the texts were produced;</li> <li>• identify the typical vocabulary and stylistic features of Roman didactic prose, rhetoric and epistolography;</li> <li>• explain contextual references in Roman didactic prose, rhetoric and epistolography;</li> <li>• demonstrate acquired skills applied to the translation of Roman didactic prose, rhetorical prose and letters;</li> <li>• demonstrate a significant knowledge of the prevailing translation theory;</li> <li>• analyse grammatical constructions from the selected texts form Roman didactic prose, rhetoric and letters;</li> <li>• formulate independent opinions regarding the nature and the value of Roman didactic prose, rhetoric and letters;</li> <li>• critically evaluate opinions and theories about Roman didactic prose, rhetoric and epistolography.</li> </ul>		
<b>Module code: LATN675(24)</b>	<b>Year module</b>	<b>NQF-level: 8</b>
Title: Roman Epos, Lyric, Elegy and Epigram		
<p>Module outcomes:</p> <p>After completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• display significant knowledge about the life and literary productions as well as the social-political, literary and historical context in which the texts were produced;</li> <li>• identify the typical vocabulary and stylistic features of Roman epic, lyric, elegy en epigram;</li> <li>• analyse grammatical constructions from the selected texts form Roman epic, lyric, elegy en epigram;</li> <li>• demonstrate acquired skills applied to the translation of Roman epic, lyric, elegy en epigram;</li> </ul>		

<ul style="list-style-type: none"> <li>demonstrate significant knowledge of prevailing translation theory;</li> <li>formulate independent opinions regarding the nature and the value of Roman epic, lyric, elegy en epigram;</li> <li>critically evaluate opinions and theories about Roman epic, lyric, elegy en epigram.</li> </ul>		
<b>Module code: LATN676(24)</b>	<b>Year module</b>	<b>NQF-level: 8</b>
Title: Roman Satire, Drama and Comedy		
Module outcomes:		
After completion of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display significant knowledge about the life and literary productions as well as the social-political, literary and historical context in which the texts were produced;</li> <li>identify the typical vocabulary and stylistic features of Roman satire, drama en comedy;</li> <li>explain contextual references in of Roman satire, drama and comedy;</li> <li>demonstrate acquired skills applied to the translation of Roman satire, drama and comedy;</li> <li>demonstrate significant knowledge of prevailing translation theory;</li> <li>analyse grammatical constructions from the selected texts form Roman satire, drama and comedy;</li> <li>formulate independent opinions regarding the nature and the value of Roman satire, drama and comedy;</li> <li>critically evaluate opinions and theories about Roman satire, drama and comedy.</li> </ul>		
<b>Module code: LATN677(24)</b>	<b>Year module</b>	<b>NQF-level: 8</b>
Title: Judicial Latin		
Module outcomes:		
After completion of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display significant knowledge about the life and literary productions as well as the social-political, literary and historical context in which the texts of Justinian, Gaius, Voet, Ulpian, Papian or any other legal authors of the learners choice were produced;</li> <li>explain grammatical phenomena in the selected relevant Latin texts;</li> <li>analyse grammatical constructions from the selected Latin legal texts;</li> <li>formulate independent opinions regarding the nature and the value of Latin legal texts;</li> <li>critically evaluate opinions and theories about Latin legal texts.</li> </ul>		
<b>Module code: LATN871(128)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Latin: Dissertation		
Module outcomes:		
Students should be able to:		
<ul style="list-style-type: none"> <li>critically analyse and synthesise extensive, systematic and specialised knowledge and coherent objective understanding of Latin as a discipline, evaluate it under supervision by means of well-developed collection skills, study and evaluation of literature and existing research, and present the result in the form of a research report (dissertation);</li> <li>solve complex and real-life problems within Latin as a discipline through the critical evaluation of their own ethical frameworks, with due reference to other frameworks.</li> </ul>		
<b>Module code: LATN971(256)</b>	<b>Year module</b>	<b>NQF-level: 10</b>
Title: Latin: Thesis		
Module outcomes:		
Students should be able to:		
<ul style="list-style-type: none"> <li>critically analyse and synthesise extensive, systematic and specialised knowledge and coherent objective understanding of Latin as a discipline, evaluate it independently by means of well-developed collection skills, independent study and evaluation of literature and existing research, and present the result in the form of a thesis;</li> <li>solve prominent complex and undefined problems in Latin as a discipline through the critical evaluation of their own ethical frameworks, with due reference to other frameworks.</li> </ul>		
<b>Module code: LITK221(16)</b>	<b>Semester 2</b>	<b>NQF-level: 6</b>
Title: Elements of Liturgics		
Module outcomes:		
At the end of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display profound and extensive knowledge of the various elements of the liturgy (church</li> </ul>		

service); <ul style="list-style-type: none"> <li>select and apply a brief history of the main events in the development of the liturgy, analyse and synthesise the information obtained thus, and communicate it in a suitable format, all within an ethically acceptable framework;</li> <li>apply the essence and elements of the liturgy by means of well-defined problems in their own spiritual lives.</li> </ul>		
<b>Module code: LITK611(8)</b>	<b>Semester 1</b>	<b>NQF-level: 8</b>
Title: Liturgical Practice		
Module outcomes: At the end of this module, students should be able to: <ul style="list-style-type: none"> <li>display extensive, systematic and in-depth knowledge of the history of the liturgy (especially during the second, sixteenth and twentieth centuries), and evaluate current liturgical movements;</li> <li>implement their own critical ethical framework, with consideration of other frameworks, for the participation of the congregation in the liturgy; assess the various symbols and rituals in the liturgy and use them where necessary, describe the nature of and requirements for singing in the church, and analyse the different types of hymns;</li> <li>guide church members, through critical and independent analysis, synthesis and evaluation of the congregation, to continue with the liturgy in their daily lives (in the home, workplace and community);</li> <li>display effective collection skills in the identification, critical analysis, synthesis and independent evaluation of the liturgy of the sacraments, communicate them and demonstrate how they should be employed in practice;</li> <li>display coherent and critical understanding of the liturgy of marriage and funeral services.</li> </ul>		
<b>Module code: LITK671(16)</b>	<b>Year module</b>	<b>NQF-level: 8</b>
Title: Liturgical Practice		
Module outcomes: At the end of this module students should be able to: <ul style="list-style-type: none"> <li>display extensive, systematic and in-depth knowledge of the history of the liturgy (especially during the second, sixteenth and twentieth centuries), and evaluate current liturgical movements</li> <li>implement their own critical ethical framework, with consideration of other frameworks, for the participation of the congregation in the liturgy; assess the various symbols and rituals in the liturgy and use them where necessary, describe the nature of and requirements for singing in the church, and analyse the different types of hymns;</li> <li>guide church members, through critical and independent analysis, synthesis and evaluation of the congregation, to continue with the liturgy in their daily lives (in the home, workplace and community);</li> <li>display effective collection skills in the identification, critical analysis, synthesis and independent evaluation of the liturgy of the sacraments, communicate them and demonstrate how they should be employed in practice;</li> <li>display coherent and critical understanding of the liturgy of marriage and funeral services.</li> </ul>		
<b>Module code: LITK811(8)</b>	<b>Semester 1</b>	<b>NQF-level: 9</b>
Title: The Liturgy of Public Worship		
Module outcomes: At the end of this module, students should be able to: <ul style="list-style-type: none"> <li>display extensive, systematic and specialised knowledge of the premises of Reformed liturgy, namely:             <ul style="list-style-type: none"> <li>the work of the Holy Spirit, and order in the assembly</li> <li>the events during the encounter, and the types of encounters during the assembly</li> <li>unity and freedom in the liturgy</li> <li>the presence of God in the assembly</li> </ul> </li> <li>display coherent and critical understanding of the relevant concepts in the liturgy, and discuss the biblical principles of the liturgy in the Old and New Testament;</li> <li>display well-developed collection skills in the identification, critical analysis, synthesis and independent evaluation of the Service of Encounter (Introitus), the Service of Penitence and</li> </ul>		

Reconciliation, the Service of the Word, and the Service of Response; <ul style="list-style-type: none"> <li>communicate their own critical ethical framework for the transcultural influence of the Reformed liturgy in a suitable format and with due reference to other frameworks.</li> </ul>		
<b>Module code: LITK872(96)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Liturgics: Dissertation		
Module outcomes: In the writing of the dissertation, students should be able to: <ul style="list-style-type: none"> <li>demonstrate extensive, systematic and specialised knowledge in a research proposal, and provide evidence that they are conversant with the research methods and techniques of the discipline;</li> <li>display coherent and critical understanding in the scientific documentation of the statement of the problem, aim, field, method, results and conclusions;</li> <li>provide evidence of well-developed collection skills, identification, critical analysis, synthesis and independent evaluation of analytical ability, a critical approach and independent insight ;</li> <li>compile their own critical ethical framework, with due reference to other frameworks, of their research skill and their ability to record the results of their research, write a report and communicate the result in a suitable format.</li> </ul>		
<b>Module code: LITK873(48)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Liturgics: Mini Dissertation		
Module outcomes: In the writing of the mini dissertation, students should be able to: <ul style="list-style-type: none"> <li>demonstrate extensive, systematic and specialised knowledge in a research proposal, and provide evidence that they are conversant with the research methods and techniques of the discipline;</li> <li>display coherent and critical understanding in the scientific documentation of the statement of the problem, aim, field, method, results and conclusions;</li> <li>provide evidence of well-developed collection skills, identification, critical analysis, synthesis and independent evaluation of analytical ability, a critical approach and independent insight;</li> <li>compile their own critical ethical framework, with due reference to others, of their research skill and their ability to record the results of their research, write a report and communicate the result in a suitable format.</li> </ul>		
<b>Module code: LITK874(16)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Perspectives on Liturgics		
Module outcomes: At the end of this module, students should be able to: <ul style="list-style-type: none"> <li>display extensive, systematic and specialised knowledge in the discussion of a selection of topics in the field of Liturgics, encapsulate their view in their own critical ethical framework, and communicate it in a suitable manner.</li> </ul>		
<b>Module code: LITK876(32)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Perspectives on Liturgics		
Module outcomes: At the end of this module, students should be able to: <ul style="list-style-type: none"> <li>display extensive, systematic and specialised knowledge through the discussion of a selection of topics in the field of Liturgics, encapsulate their view in their own critical ethical framework, and communicate it in a suitable manner.</li> </ul>		
<b>Module code: LITK991(224)</b>	<b>Year module</b>	<b>NQF-level: 10</b>
Title: Liturgics: Thesis		
Module outcomes: In the writing of the thesis, students should be able to: <ul style="list-style-type: none"> <li>demonstrate extensive, systematic and specialised knowledge in a research proposal and provide evidence that they are conversant with the research methods and techniques of the discipline;</li> <li>display coherent and critical understanding in the scientific documentation of the statement of the problem, aim, field, method, results and conclusions;</li> <li>provide evidence of well-developed collection skills, identification, critical analysis, synthesis</li> </ul>		

<p>and independent evaluation of analytical ability, a critical approach and independent insight;</p> <ul style="list-style-type: none"> <li>• compile their own critical ethical framework, with due reference to others, of their research skill and their ability to record the results of their research, write a report and communicate the result in a suitable format.</li> </ul>		
<b>Module code: LITK994(32)</b>	<b>Year module</b>	<b>NQF-level: 10</b>
Title: Perspectives on Liturgics		
<p>Module outcomes:</p> <p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• display extensive, systematic and specialised knowledge through the discussion of a selection of topics in the field of Liturgics, encapsulate their view in their own critical ethical framework, communicate it in a suitable manner, and conduct a vocal discussion on relevant literature, issues, methods and research in Liturgics.</li> </ul>		
<b>Module code: MISS211(8)</b>	<b>Semester 1</b>	<b>NQF-level: 6</b>
Title: The Relationship between Mission and Theology		
<p>Module outcomes:</p> <p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• display in-depth understanding of historical development of mission and discuss the main characteristics of each period;</li> <li>• describe missiology as a theological discipline;</li> <li>• justify mission from a biblical and theological perspective, evaluate various mission models and explain the different elements of mission.</li> </ul>		
<b>Module code: MISS221(16)</b>	<b>Semester 2</b>	<b>NQF-level: 6</b>
Title: Mission as an Africa initiative		
<p>Module outcomes:</p> <p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• display in-depth knowledge and extensive understanding of the main ideologies of modern time, the advent and state of Christianity in Africa and its contribution to global mission;</li> <li>• analyse the contribution of African Christianity to theology and global mission effectively, and present it critically in a suitable IT format;</li> <li>• design a model for the contextualisation of Christianity in Africa within an ethically acceptable framework.</li> </ul>		
<b>Module code: MISS213(8)</b>	<b>Semester 1</b>	<b>NQF-level: 6</b>
Title: Mission and Counselling		
<p>Module outcomes:</p> <p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• display in-depth knowledge and extensive understanding of the missionary perspective in pastoral counselling;</li> <li>• analyse a person's view of life, and present solutions in a suitable IT format so that the counselling process runs smoothly in the particular culture;</li> <li>• provide a solution within an ethically acceptable framework for the transformation of society by Christianity in the midst of religious pluralism.</li> </ul>		
<b>Module code: MISS311(16)</b>	<b>Semester 1</b>	<b>NQF-level: 7</b>
Title: Missionary Apologetics		
<p>Module outcomes:</p> <p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• display profound and systematic understanding of the task, place and method of Missionary Apologetics;</li> <li>• display a profound and systematic knowledge of sects and cults and their heresies as manifested in the New Religious Movements;</li> <li>• refute the heresies of Pentecostalism and Perfectionism in the light of the Bible, and provide guidelines on the evangelisation of their followers.</li> </ul>		

<b>Module code: MISS312(8)</b>	<b>Semester 1</b>	<b>NQF-level: 7</b>
Title: Theory of Intercultural Communication of the Gospel		
Module outcomes: At the end of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display profound and systematic knowledge of the various communication principles of evangelisation in a cross-cultural situation;</li> <li>identify, critically analyse, synthesise and evaluate the problems experienced during contextualisation in missionary practice so as to take proactive measures to prevent the distortion of the message during contextualisation; and present it effectively in a suitable IT format;</li> <li>design a model for effective cross-cultural evangelistic communication which will solve problems that may occur, all within a biblical and ethical framework.</li> </ul>		
<b>Module code: MISS321(16)</b>	<b>Semester 2</b>	<b>NQF-level: 7</b>
Title: Intercultural Communication of the Gospel		
Module outcomes: At the end of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display profound and systematic understanding of the practical implications of employing various communication principles during evangelisation in a cross-cultural situation, and discuss this problem</li> <li>evaluate the dangers to which the church is exposed in its missionary work when it (1) opposes contextualisation and (2) contextualise all too easily;</li> <li>explain the principles and methods of communicating the Gospel to followers of African Traditional Religion (ATR), Islam, Hinduism and secularised people.</li> </ul>		
<b>Module code: MISS621(8)</b>	<b>Semester 2</b>	<b>NQF-level: 8</b>
Title: A Christian Theology of Religions		
Module outcomes: At the end of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display extensive and systematic knowledge of the task and method of the <i>theologiae religionum</i> within religious pluralism, and in-depth knowledge of the Reformed theological view of other religions;</li> <li>conduct critical analysis and synthesis of various theological models of religious pluralism so as to evaluate them independently within an ethically acceptable framework, and present the study in a suitable IT format to a discussion group;</li> <li>select information effectively and identify the way in which a Christian denomination executes its missionary calling, evaluate its work effectively and present solutions for the ethically accountable proclamation of the Gospel in a society of religious pluralism.</li> </ul>		
<b>Module code: MISS672(16)</b>	<b>Year module</b>	<b>NQF-level: 8</b>
Title: Perspectives on Missiology		
Module outcomes: After completion of this module student should be able to:		
<ul style="list-style-type: none"> <li>display an overview of the periods of missionary history and profound knowledge of one era with its underlying missionary paradigms and all the factors which gave rise to it</li> <li>identify the problems which caused mission to be recognised as a theological discipline at such a late stage and display insight into the interrelationship of all the disciplines;</li> <li>justify mission from a biblical and theological perspective, and acquire in-depth knowledge of various mission models so as to evaluate them in terms of the biblical and theological foundation of mission</li> <li>identify and analyse problems in the cross-cultural communication of the Bible and provide solutions in which all the relevant theories on contextualisation is addressed;</li> <li>conduct research on how the church can effectively ensure justice for the poor and find a solution for the problem of poverty;</li> <li>obtain in-depth knowledge of the various religions and religious theories to evaluate different models of a theology of religions;</li> <li>obtain full insight into and find solutions for the combating of violence, and strive for freedom as part of the missionary calling of the church within an ethically acceptable</li> </ul>		

framework; <ul style="list-style-type: none"> <li>conduct research on the question of why the church has neglected its responsibility for environmental care, and provide suitable solutions;</li> <li>gain insight into the Biblical principles of participation in mission.</li> </ul>		
<b>Module code: MISS811(8)</b>	<b>Semester 1</b>	<b>NQF-level: 9</b>
Title: Mission as an Africa initiative		
Module outcomes: At the end of this module, students should be able to: <ul style="list-style-type: none"> <li>display extensive and systematic knowledge of all the ideologies of modern time, in-depth knowledge of the advent of Christianity in Africa, and coherent and critical understanding of Africa's reaction to this;</li> <li>identify the contribution of African Christianity to theology and global mission, analyse it critically, evaluate it independently, and present the result critically in a suitable IT format to a discussion group for evaluation;</li> <li>design a model for the contextualisation of Christianity in Africa within an ethically acceptable framework, with due consideration of the contribution by the African Independent Churches to the expansion of Theology.</li> </ul>		
<b>Module code: MISS821(8)</b>	<b>Semester 2</b>	<b>NQF-level: 9</b>
Title: Missionary Apologetics		
Module outcomes: At the end of this module, students should be able to: <ul style="list-style-type: none"> <li>identify the task, place and method of Missionary Apologetics, and analyse these by means of extensive and systematic knowledge;</li> <li>collect and select fundamental information about the basic principles and methods of communicating the Gospel; evaluate it critically in terms of existing knowledge, explain it to followers of New Religious Movements (NRMs), and deliver a scientific report on it</li> <li>provide useful and directional solutions to refute the heresies of Pentecostalism and Perfectionism by means of the formulated communicative and doctrinal principles</li> </ul>		
<b>Module code: MISS872(96)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Missiology: Dissertation		
Module outcomes: Students should be able to: <ul style="list-style-type: none"> <li>display extensive and systematic knowledge of missiology as a theological science, and profound knowledge and critical understanding of one aspect of missiology;</li> <li>offer a well-developed collection of literary and field research, and conduct critical analysis and evaluation of the data under the guidance of a tutor so as to present the result in a dissertation;</li> <li>present a solution to a practical missiological problem within their own critical and ethically acceptable framework, with due consideration of other viewpoints.</li> </ul>		
<b>Module code: MISS873(48)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Missiology: Mini Dissertation		
Module outcomes: Students should be able to: <ul style="list-style-type: none"> <li>display extensive and systematic knowledge of missiology as a theological science, and profound knowledge and critical understanding of one aspect of missiology;</li> <li>offer a well-developed collection of literary and field research, and conduct critical analysis and evaluation of the data under the guidance of a tutor so as to present the result in a mini dissertation;</li> <li>present a solution to a practical missiological problem within their own critical and ethically acceptable framework, with due consideration of other viewpoints.</li> </ul>		
<b>Module code: MISS874(16)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Perspectives on Missiology		
Module outcomes: At the end of this module, students should be able to: <ul style="list-style-type: none"> <li>display extensive and systematic knowledge of missiology, and profound understanding of a selection of missiological topics;</li> </ul>		



<ul style="list-style-type: none"> <li>offer a well-developed collection of literary research by the formulation of their own viewpoint on a selection of topics and the critical analysis and evaluation of other viewpoints;</li> <li>present a solution to a missiological problem from a selection of topics within their own critical and ethically acceptable framework, with due consideration of other viewpoints.</li> </ul>		
<b>Module code: MISS875(8)</b>	<b>Semester 1</b>	<b>NQF-level: 9</b>
Title: Mission as Evangelisation and Service		
Module outcomes:		
At the end of this module, students should be able to:		
<ul style="list-style-type: none"> <li>in the light of their extensive and systematic knowledge, discuss the principles of Reformed evangelisation and the special challenges presented by contemporary culture in a post-modern era;</li> <li>evaluate current models and methods of evangelisation with coherent and critical understanding, and develop and apply guidelines on an evangelisation project;</li> <li>design a vision for the place and role of evangelisation in terms of the formulated principles and norms, and deliver a scientific report on it.</li> </ul>		
<b>Module code: MISS876(32)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Perspectives on Missiology		
Module outcomes:		
At the end of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display extensive and systematic knowledge of missiology as a theological science, and profound knowledge and critical understanding of a wide selection of missiological topics;</li> <li>offer a well-developed collection of literary research by the formulation of their own viewpoint on a wide selection of topics and the critical analysis and evaluation of other viewpoints;</li> <li>present a solution to a missiological problem from a selection of topics within their own critical and ethically acceptable framework, with due consideration of other viewpoints</li> </ul>		
<b>Module code: MISS991(224)</b>	<b>Year module</b>	<b>NQF-level: 10</b>
Title: Missiology: Thesis		
Module outcomes:		
Students should be able to:		
<ul style="list-style-type: none"> <li>display extensive and systematic knowledge of missiology as a theological science, and specialised knowledge as well as critical understanding and evaluation of a selection of missiological topics;</li> <li>offer a well-developed collection of existing literature and research through independent study and the formulation of their own viewpoint on a specific topic in missiology so as to present the result in a complete, justifiable and documented thesis which provides evidence of analytical skills, a critical approach and independent insight;</li> <li>present a solution to a specific missiological problem within their own critical and ethically acceptable framework, with due consideration of other viewpoints.</li> </ul>		
<b>Module code: MISS994(32)</b>	<b>Year module</b>	<b>NQF-level: 10</b>
Title: Perspectives on Missiology		
Module outcomes:		
At the end of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display extensive and systematic knowledge of missiology as a theological science, and specialised knowledge as well as coherent and critical understanding of a selection of missiological topics;</li> <li>offer a well-developed collection of literary research by the formulation of their own viewpoint on a wide selection of topics and the independent critical evaluation of other viewpoints;</li> <li>present a solution to a missiological problem from a selection of topics within their own critical and ethically acceptable framework, with due consideration of other viewpoints.</li> </ul>		
<b>Module code: NTES111(8)</b>	<b>Semester 1</b>	<b>NQF-level: 5</b>
Title: Introduction to the New Testament: History and General Canonics		
Module outcomes:		
At the end of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display basic knowledge and intelligent understanding of the place, unique character and authority, origin, traditional passing on, composition, historical events, geography, and cultural</li> </ul>		

and social context of the New Testament; • analyse, synthesise, interpret and apply this knowledge within an acceptable ethical framework; • solve well-defined problems in a familiar context.		
<b>Module code: NTES121(16)</b>	<b>Semester 2</b>	<b>NQF-level: 5</b>
Title: The Synoptic Gospels		
Module outcomes: At the end of this module, students should be able to: <ul style="list-style-type: none"> <li>display basic knowledge and intelligent understanding of the principles and methods of interpreting the Synoptic Gospels in Greek, the Revelation History of the Gospels, the Canonics of the Synoptic Gospels, and problems relating to the Synoptic Gospels;</li> <li>analyse, synthesise, interpret and apply such knowledge within an acceptable ethical framework;</li> <li>solve well-defined problems within a familiar context.</li> </ul>		
<b>Module code: NTES211(16)</b>	<b>Semester 1</b>	<b>NQF-level: 6</b>
Title: Introduction to Exegesis of the New Testament and its Sociohistorical Context		
Module outcomes: <b>Section 1 (8): Introduction to Exegesis of the New Testament</b> At the end of this section of the module, students should be able to: <ul style="list-style-type: none"> <li>display in-depth knowledge and extensive understanding of the steps of a method to conduct exegesis of the New Testament, all within an ethically acceptable framework;</li> <li>select the steps of this method effectively and apply them in practice; analyse and synthesise the information obtained thus; and present the result of the various steps in a suitable IT format, all within an ethically acceptable framework;</li> <li>conduct independent and defensible exegesis of a clearly demarcated pericope from the New Testament.</li> </ul> <b>Section 2 (8): Introduction to the Sociohistorical Context of the New Testament</b> At the end of this section of the module, students should be able to: <ul style="list-style-type: none"> <li>display in-depth knowledge and intelligent understanding of the Graeco-Roman world in the time of the New Testament, and of a method to utilise this information in the exegesis;</li> <li>select the steps of this method effectively and apply them in practice; analyse and synthesise the information obtained thus; and present the result of the application of the method as part of the IT format of the exegesis, all within an ethically acceptable framework;</li> <li>assess a viewpoint on the utilisation of the sociohistorical data in the exegesis of a pericope in terms of the method that has been studied, and utilise the sociohistorical context of a new pericope from the New Testament in an independent and defensible manner.</li> </ul>		
<b>Module code: NTES221(16)</b>	<b>Semester 2</b>	<b>NQF-level: 6</b>
Title: Acts, the General epistles, Hebrews and the Pauline Epistles		
Module outcomes: At the end of this section of the module, students should be able to: <ul style="list-style-type: none"> <li>display in-depth knowledge and extensive understanding of the Particular Canonics of Acts and the General Epistles respectively;</li> <li>select the steps of the exegetical method mastered in NTES211 effectively and apply them to selected pericopes from these Bible books; critically analyse and synthesise the information obtained thus; and present the result of the various steps in a suitable IT format, all within an ethically acceptable framework;</li> <li>display in-depth knowledge and extensive understanding of sociohistorical research as a step in grammatical historical exegesis; critically analyse and synthesise the proposed method; apply that step of the grammatical historical method effectively; critically analyse and synthesise the information obtained thus; and present the result of the step in a suitable IT format as part of the complete exegesis of a pericope, all within an ethically acceptable framework;</li> <li>display in-depth knowledge and extensive understanding of a method to arrange exegetical material systematically with a view to describing the revelation on a specific matter in the New Testament; apply the method effectively; and present the result in a suitable IT format, all within an ethically acceptable framework.</li> </ul>		

<b>Section 2: Hebrews and the Pauline Letters: Captivity Epistles, and 1 and 2 Corinthians</b> Students should be able to do the following, within an ethically acceptable framework, by means of aids and partial guidance: <ul style="list-style-type: none"> <li>display in-depth knowledge and extensive understanding of the Particular Canonics of Hebrews, Ephesians, Colossians, Philippians, Philemon and the two epistles to the Corinthians, respectively;</li> <li>select the exegetic guidelines mastered in NTES211 effectively, and apply them to selected pericopes from these Bible books; critically analyse and synthesise the information obtained thus; and present the result of the various steps in a suitable IT format, all within an ethically acceptable framework;</li> <li>formulate a fundamentally and scientifically justifiable viewpoint on the theological significance (in the sense of revelation history) of each of these New Testament epistles;</li> <li>display in-depth knowledge and extensive understanding of a method to arrange the data from the perspective of the Particular Canonics of these Bible books with a view to describing the theological significance (in the sense of revelation history) of each of these books within the context of the Canon as a whole, all within an ethically acceptable framework.</li> </ul>		
<b>Module code: NTES311(16)</b>	<b>Semester 1</b>	<b>NQF-level: 7</b>
Title: General Canonics, Pauline Epistles Module outcomes: At the end of this module, students should be able to: <ul style="list-style-type: none"> <li>display profound and systematic knowledge of the formal and historical aspects of the New Testament Canon;</li> <li>display coherent and critical understanding of the fundamentals of the New Testament Canon;</li> <li>display profound and systematic knowledge of the Particular Canonics of each of Paul's epistles to the Thessalonians, Galatians and Romans, and his Pastoral Epistles;</li> <li>display coherent and critical understanding of the significance of the revelation in Paul's epistles to the Thessalonians, Galatians, Romans and his Pastoral Epistles, within the context of the New Testament Canon as a whole.</li> </ul>		
<b>Module code: NTES321(16)</b>	<b>Semester 2</b>	<b>NQF-level: 7</b>
Title: Key Themes of Revelation History, the Johannine Books Module outcomes: At the end of this module, students should be able to: <ul style="list-style-type: none"> <li>display coherent and critical understanding of the character and methods of Revelation History as a discipline;</li> <li>display coherent and critical understanding of the key themes – from the perspective of Revelation History – of Gospel and Kingdom in the New Testament Canon;</li> <li>demonstrate profound and systematic knowledge of the Particular Canonics of each of the Johannine Books;</li> <li>display coherent and critical understanding of the significance of the revelation in each of the Johannine books, both individually and collectively, within the context of the New Testament Canon as a whole.</li> </ul>		
<b>Module Code: NTES322(8)</b>	<b>Semester 2</b>	<b>NQF-level 7</b>
Title: Key Themes of Revelation History and General Canonics of the NT Module Outcomes: At the end of this module, students should be able to: <ol style="list-style-type: none"> <li><b>General Canonics</b> <ul style="list-style-type: none"> <li>display extensive, systematic and profound knowledge as well as coherent and critical understanding of the origin, scope and authority of the Canon and of General Canonics as a discipline;</li> <li>critically analyse and synthesise the principles and methods of General Canonics; evaluate them independently on the basis of the student's familiarity with current research in the discipline; and evaluate viewpoints on the origin, scope and authority of the Canon critically;</li> </ul> </li> <li><b>New Testament Revelation History</b> <ul style="list-style-type: none"> <li>display extensive, systematic and profound knowledge as well as coherent and critical understanding of the nature, principles and scientific methods of New Testament Revelation History as a discipline;</li> </ul> </li> </ol>		

<ul style="list-style-type: none"> <li>analyse and synthesise the principles and methods of New Testament Revelation History; evaluate them independently, and apply them to the New Testament Canon through the formulation and evaluation of their own viewpoints on the key themes of New Testament Revelation History; present the result of the application of the method as part of the IT format on Revelation History, all within an ethically acceptable framework and on that basis;</li> <li>critically analyse and synthesise the principles and methods of New Testament Revelation History; evaluate them independently; and on this basis, as well as the student's familiarity with current research in the discipline, evaluate viewpoints on the key motives of Revelation History of the New Testament.</li> </ul>		
<b>Module code: NTES612(8)</b>	<b>Semester 1</b>	<b>NQF-level: 8</b>
Title: New Testament Exegesis		
Module outcomes:		
<b>Section 1 (4): Introduction to New Testament Exegesis</b>		
At the end of this section of the module, students should be able to:		
<ul style="list-style-type: none"> <li>display extensive, systematic and profound knowledge as well as coherent and critical understanding of the steps of a method to conduct exegesis of the New Testament for Reformed preaching of the Word;</li> <li>analyse and select the steps of this method effectively and apply them in practice; analyse and synthesise the information obtained thus; evaluate the information independently on the basis of the student's familiarity with current research in the discipline; and present the result of the various steps in a suitable IT format, all within an ethically acceptable framework;</li> <li>independently select a pericope from the New Testament for a specific situation, and conduct defensible exegesis of the pericope.</li> </ul>		
<b>Section 2 (4): Introduction to the Sociohistorical Context of the New Testament</b>		
At the end of this section of the module, students should be able to:		
<ul style="list-style-type: none"> <li>display extensive, systematic and profound knowledge as well as coherent and critical understanding of the Graeco-Roman world in the time of the New Testament and of a method to utilise this information in exegesis;</li> <li>select and apply the steps of this method effectively; analyse and synthesise the information obtained thus; evaluate the information independently on the basis of their familiarity with current research in the discipline; and present the result of the application of the method as part of the IT format of the exegesis, all within an ethically acceptable framework;</li> <li>assess a viewpoint on the utilisation of the sociohistorical data in the exegesis of a pericope in terms of the method that has been studied, and utilise the sociohistorical context of a new pericope from the New Testament in an independent and defensible manner.</li> </ul>		
<b>Module code: NTES621(8)</b>	<b>Semester 2</b>	<b>NQF-level: 8</b>
Title: The Synoptic Gospels		
Module outcomes:		
At the end of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display extensive, systematic and profound knowledge as well as coherent critical understanding of the principles and methods of interpreting the Synoptic Gospels in Greek, the Revelation History of the Gospels, the Canonics of the Synoptic Gospels, and problems relating to the Synoptic Gospels;</li> <li>identify, collect, critically analyse, synthesise and independently interpret this information in the context of the current state of research in the discipline;</li> <li>solve complex and real-life problems and issues through the evaluation of their own frameworks and with consideration of other frameworks.</li> </ul>		
<b>Module code: NTES673(20)</b>	<b>Year module</b>	<b>NQF-level: 8</b>
Title: Introduction to New Testament Exegesis and the Sociohistorical context of the NT		
Module outcomes:		
<b>Section 1 (4): Introduction to New Testament Exegesis</b>		
At the end of this section of the module students should be able to:		
<ul style="list-style-type: none"> <li>display extensive, systematic and profound knowledge as well as coherent and critical understanding of the steps of a method for the exegesis of the New Testament for the ministry of the Word, all within an ethically acceptable framework;</li> <li>critically analyse the steps of this method, select and apply them effectively, analyse and</li> </ul>		

synthesise the information obtained thus critically, evaluate it independently on the basis of their familiarity with current research in the discipline; and present the result of the various steps in a suitable IT format, within an ethically acceptable framework;

- independently select a pericope from the New Testament for a specific situation, and conduct a defensible exegesis of it.

### **Section 2 (3): Introduction to the Sociohistorical Context of the NT**

At the end of this section of the module students should be able to:

- display extensive, systematic and profound knowledge as well as coherent and critical understanding of the Graeco-Roman world in the time of the New Testament and of a method to utilise this information in exegesis;
- select and apply the steps of this method effectively and apply them in practice; analyse and synthesise the information obtained thus; evaluate the information independently on the basis of their familiarity with current research in the discipline; and present the result of the application of the method as part of the IT format of the exegesis, all within an ethically acceptable framework;
- assess a viewpoint on the utilisation of the sociohistorical data in the exegesis of a pericope in terms of the method that has been studied, and utilise the sociohistorical context of a new pericope from the New Testament in an independent and defensible manner.

### **Section 3 (7): Key Themes of Revelation History, General Canonics**

At the end of this section of the module, students should be able to:

- display extensive, systematic and profound knowledge as well as coherent and critical understanding of the origin, scope and authority of the Canon, and analyse, effectively select and apply their knowledge in practice;
- arrange exegetical material systematically – using tools – with a view to describing facets of God's revelation in the New Testament; present the result in a suitable IT format within an ethically acceptable framework;

### **Section 4 (6): The Synoptic Gospels**

At the end of this module students should be able to

- display extensive, systematic and profound knowledge as well as coherent and critical understanding of Revelation history in the Gospels, the Canonics of the Synoptic Gospels and problems relating to the Synoptic Gospels;
- identify, collect, critically analyse, synthesise and independently evaluate this information in the context of the current state of research in the discipline;
- solve complex and real-life problems and issues through the evaluation of their own ethical frameworks, with due consideration of other frameworks.

<b>Module code: NTES811(16)</b>	<b>Semester 1</b>	<b>NQF-level: 9</b>
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**Title: Acts and the General Epistles, Hebrews and Paul's Captivity Epistles, 1 and 2 Corinthians**

Module outcomes:

### **Section 1 (8): Acts and the General Epistles**

At the end of this section of the module, students should be able to:

- display extensive, systematic and profound knowledge as well as coherent and critical understanding of the Particular Canonics of Acts and the General Epistles respectively;
- select the steps of the exegetical method mastered in NTES611 effectively and apply them to selected pericopes from these Bible books; critically analyse and synthesise the information obtained thus; evaluate it independently on the basis of the student's familiarity with current research in the discipline; present the result of the various steps in a suitable IT format, all within an ethically acceptable framework;
- display extensive, systematic and profound knowledge as well as coherent and critical understanding of sociohistorical research as a step in grammatical historical exegesis; evaluate the method independently, based on their familiarity with current research in the discipline; and present the result of this step in a suitable IT format as part of the complete exegesis of a pericope, all within an ethically acceptable framework;
- display extensive, systematic and profound knowledge as well as coherent and critical understanding of a method to arrange the exegetical material systematically with a view to describing the revelation on a specific matter in the New Testament; apply the method effectively; analyse and synthesise the information obtained thus critically, and evaluate it independently, based on their familiarity with current research in the discipline; present the

result in a suitable IT format, all within an ethically acceptable framework.

## **Section 2: Hebrews and the Pauline Letters: Captivity Epistles and 1 and 2 Corinthians**

At the end of this section of the module, students should be able to do the following, within the framework of Reformed theology:

- display extensive, systematic and profound knowledge as well as coherent and critical understanding of the Particular Canonics of Hebrews, Ephesians, Colossians, Philippians, Philemon and the two epistles to the Corinthians, respectively;
- select the exegetic guidelines mastered in previous modules effectively and apply them to selected pericopes from these Bible books; critically analyse and synthesise the information obtained thus and evaluate it independently, based on their familiarity with current research in the discipline; present the result of the various steps in a suitable IT format, all within an ethically acceptable framework;
- display extensive, systematic and profound knowledge as well as coherent and critical understanding of the analysis of idea structuring and monitoring of revelation history as part of grammatical-historical exegesis; evaluate the process independently, based on their familiarity with current research in the discipline; present the result of the process in a suitable IT format as part of the complete exegesis of a pericope, all within an ethically acceptable framework;
- display in-depth and extensive knowledge as well as coherent and critical understanding of a method to arrange the data from the Particular Canonics of these Bible books with a view to describing the theological significance (in the sense of revelation history) of each of the books within the Canon as a whole, all within an ethically acceptable framework.

**Module code: NTES821(8)**

**Semester 2**

**NQF-level: 9**

**Title: Pauline Epistles: 1 and 2 Thessalonians, Galatians, Romans and the Pastoral Epistles**

Module outcomes:

At the end of this section of the module, students should be able to do the following, within the framework of Reformed theology:

- display extensive, systematic and profound knowledge as well as coherent and critical understanding of the Particular Canonics of Romans, Galatians, 1 and 2 Thessalonians and the Pastoral Epistles, respectively;
- select the exegetic guidelines mastered in previous modules effectively and apply them to selected pericopes from these Bible books; analyse and synthesise the information obtained thus critically and evaluate it independently, based on their familiarity with current research in the discipline; present the result of the various steps in a suitable IT format, all within an ethically acceptable framework;
- display extensive, systematic and profound knowledge as well as coherent and critical understanding of the analysis of idea structuring and monitoring of revelation history as part of grammatical-historical exegesis; evaluate the process independently, based on their familiarity with current research in the discipline; present the result of the process in a suitable IT format as part of the complete exegesis of a pericope, all within an ethically acceptable framework;
- display in-depth and extensive knowledge as well as coherent and critical understanding of a method to arrange the data from the Particular Canonics of these Bible books with a view to describing the theological significance (in the sense of revelation history) of each of the books within the Canon as a whole, all within an ethically acceptable framework.

**Module code: NTES872(96)**

**Year module**

**NQF-level: 9**

**Title: New Testament: Dissertation**

Module outcomes:

Students should be able to:

- display extensive, systematic and specialised knowledge as well as coherent and critical understanding of New Testament as a discipline; analyse and synthesise the information and evaluate it under supervision by means of well-developed collection skills, study and evaluation of literature and existing research, and present it in the form of a research report (dissertation);
- solve complex and real-life problems in New Testament as a discipline through the evaluation of their own ethical frameworks, with due consideration of other frameworks.

<b>Module code: NTES873(48)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: New Testament: Mini Dissertation		
Module outcomes: Students should be able to: <ul style="list-style-type: none"> <li>display extensive, systematic and specialised knowledge as well as coherent and critical understanding of New Testament as a discipline; analyse and synthesise the information and evaluate it under supervision by means of well-developed collection skills, study and evaluation of literature and existing research, and present it in the form of a research report</li> <li>solve complex and real-life problems in New Testament as a discipline through the evaluation of their own ethical frameworks, with due consideration of other frameworks.</li> </ul>		
<b>Module code: NTES874(16)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Perspectives on New Testament		
Module outcomes: At the end of this module, students should be able to: <ul style="list-style-type: none"> <li>display extensive, systematic and specialised knowledge as well as coherent critical understanding of New Testament as a discipline, both orally and in writing;</li> <li>analyse and synthesise this knowledge, and evaluate it under supervision through well-developed collection skills, study and evaluation of literature and existing research;</li> <li>solve complex and real-life problems and issues in New Testament as a discipline through the evaluation of their own ethical frameworks, with due consideration of other frameworks.</li> </ul>		
<b>Module code: NTES875(16)</b>	<b>Semester 1</b>	<b>NQF-level: 9</b>
Title: (1) Key themes of Revelation History in the New Testament; (2) The Johannine books		
Module outcomes: <b>Section 1: Johannine books</b> At the end of this section of the module, students should be able to: <ul style="list-style-type: none"> <li>display extensive, systematic and specialised knowledge as well as coherent and critical understanding of the Particular Canonics of the Gospel by John, the three Johannine books and the book of Revelations; and indicate the significance of revelation history (in a theological sense) in these books within the Canon as a whole;</li> <li>critically analyse and synthesise this knowledge, and evaluate it under supervision through well-developed collection skills, study and evaluation of literature and existing research;</li> <li>select the exegetic guidelines mastered in previous modules effectively and apply them to selected pericopes from these Bible books; critically analyse and synthesise the information obtained thus; evaluate it independently, based on their familiarity with current research in the discipline; and present the result of the various steps in a suitable IT format, all within an ethically acceptable framework;</li> <li>display extensive, systematic and profound knowledge as well as coherent and critical understanding of the analysis of idea structuring and monitoring of revelation history as part of grammatical-historical exegesis; evaluate the process independently, based on their familiarity with current research in the discipline; present the result of the process in a suitable IT format as part of the complete exegesis of a pericope, all within an ethically acceptable framework.</li> </ul> <b>Section 2: Key themes of Revelation History in the New Testament</b> At the end of this section of the module, students should be able to: <ul style="list-style-type: none"> <li>identify, define and describe the key themes of revelation history in the New Testament independently and in a scientifically accountable manner, and make it applicable for use in Biblical Studies and the ministry;</li> <li>display extensive, systematic and specialised knowledge as well as coherent critical understanding of Revelation History in the New Testament as a discipline, both orally and in writing;</li> <li>critically analyse and synthesise this knowledge, and evaluate it under supervision through well-developed collection skills, study and evaluation of literature and existing research; use these skills by identifying and describing their own insight in the key themes of New Testament and making it applicable for use in Biblical Studies and the ministry.</li> </ul>		

<b>Module code: NTES876(32)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Perspectives on New Testament		
Module outcomes: At the end of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display extensive, systematic and specialised knowledge as well as coherent critical understanding of New Testament as a discipline, both orally and in writing;</li> <li>analyse and synthesise this knowledge, and evaluate it under supervision through well-developed collection skills, study and evaluation of literature and existing research;</li> <li>solve complex and real-life problems and issues in New Testament as a discipline through the evaluation of their own ethical frameworks, with due consideration of other frameworks.</li> </ul>		
<b>Module code: NTES991(224)</b>	<b>Year module</b>	<b>NQF-level: 10</b>
Title: New Testament: Thesis		
Module outcomes: Students should be able to:		
<ul style="list-style-type: none"> <li>display extensive, systematic and specialised knowledge as well as coherent and critical understanding of New Testament as a discipline; analyse and synthesise the information and evaluate it independently by means of well-developed collection skills, independent study and evaluation of literature and existing research, and present it in the form of a thesis;</li> <li>solve complex and undefined problems which are prominent in New Testament as a discipline through the evaluation of their own ethical frameworks, with due consideration of other frameworks.</li> </ul>		
<b>Module code: NTES994(32)</b>	<b>Year module</b>	<b>NQF-level: 10</b>
Title: Perspectives on New Testament		
Module outcomes: At the end of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display extensive, systematic and specialised knowledge as well as coherent critical understanding of New Testament as a discipline, both orally and in writing;</li> <li>analyse and synthesise this knowledge, and evaluate it independently through well-developed collection skills, independent study and evaluation of literature and existing research;</li> <li>solve complex and undefined problems which are prominent in New Testament as a discipline through the evaluation of their own ethical frameworks, with due consideration of other frameworks.</li> </ul>		
<b>Module code: OTES111(8)</b>	<b>Semester 1</b>	<b>NQF-level: 5</b>
Title: Introduction to the Old Testament 1: Origin and Structure		
Module outcomes: At the end of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display basic knowledge and intelligent understanding of the history of Israel as described in the Old Testament, important themes and literary genres of the Old Testament, and the present form and structure of the Old Testament as a collection of books;</li> <li>display basic, synoptic knowledge as well as intelligent understanding of the cultural-historical background of the Old Testament;</li> <li>demonstrate intelligent understanding, and define and defend their own viewpoint on the importance, origin, character, authority and traditional passing on of the Canonical books of the Old Testament;</li> <li>explain and defend their own presuppositions with regard to the character of the Old Testament books;</li> <li>communicate this knowledge and information both orally and in writing, and collect, synthesise and evaluate information about selected topics.</li> </ul>		
<b>Module code: OTES121(16)</b>	<b>Semester 2</b>	<b>NQF-level: 5</b>
Title: Narrative text: The Early Prophets		
Module outcomes: At the end of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display coherent and critical understanding of the Early Prophets, both as a collection and as individual books in the collection; and conduct independent critical evaluation of various viewpoints on the origin, background and message of the books;</li> </ul>		



<ul style="list-style-type: none"> <li>• formulate their own viewpoint on the origin and message of these books, with due consideration of other viewpoints; and communicate it in group discussions;</li> <li>• display profound knowledge and coherent understanding of selected historical-critical approaches to the text; and conduct a critical debate on these approaches;</li> <li>• conduct independent scriptural interpretation (exegesis) of various pericopes by means of suitable Bible translations, focusing on narrative text and on Bible Study and counselling, all within an ethically acceptable framework;</li> <li>• make effective use of various aids in the scriptural interpretation, for instance computer-assisted aids and footnotes in recent Bible translations;</li> <li>• present and communicate the results of the scriptural interpretation in a useable IT format;</li> <li>• display basic knowledge and intelligent understanding of current research on the history of Old Testament Theology;</li> <li>• collect information on the fundamentals of biblical archaeology, and explain their significance for a study of the Old Testament;</li> <li>• critically evaluate case studies of claims about the merit of discoveries, using an ethically acceptable framework; present the results according to prescribed IT formats.</li> </ul>		
<b>Module code: OTES211(16)</b>	<b>Semester 1</b>	<b>NQF-level: 6</b>
<b>Title: Introduction to Interpretation of the Old Testament and the Pentateuch</b>		
<p>Module outcomes:</p> <p><b>Section 1 (8): Introduction to the Interpretation of the Old Testament</b></p> <p>At the end of this section of the module, students should be able to:</p> <ul style="list-style-type: none"> <li>• display in-depth and extensive understanding of valid exegetic methodology, concentrating on narrative and legal texts;</li> <li>• critically select and apply the principles of Reformed scriptural interpretation (exegesis);</li> <li>• perform indepent scriptural interpretation (exegesis) of various pericopes from the Hebrew Bible and Bible translations, concentrating on narratives, with a view to the ministry of the Word, Bible study and counselling, all within an ethically acceptable framework;</li> <li>• make effective use of various aids in the process of scriptural interpretation, for instance computer-assisted aids and textual critical notes of the Hebrew Bible and footnotes in contemporary Bible translations;</li> <li>• present and communicate the result of the scriptural interpretation in a suitable IT format.</li> </ul> <p><b>Section 2 (8): The Pentateuch</b></p> <p>At the end of this section of the module, students should be able to</p> <ul style="list-style-type: none"> <li>• display in-depth knowledge and extensive understanding of the Pentateuch as a whole and the individual books comprising this collection; and conduct independent critical evaluation of various viewpoints and current research on origin, background and message of these books;</li> <li>• formulate their own viewpoint on the origin and message of these books, and communicate it in group discussions;</li> <li>• formulate and explain the principles for an ethical framework on the basis of the Old Testament, with specific reference to the place of the ethical, civil and ceremonial laws of the Pentateuch;</li> <li>• display in-depth knowledge as well as extensive understanding of the political history, geography and life-world as reflected in the Pentateuch, and their significance for a study of the Old Testament.</li> </ul>		
<b>Module code: OTES221(16)</b>	<b>Semester 2</b>	<b>NQF-level: 6</b>
<b>Title: Prophetic Literature</b>		
<p>Module outcomes:</p> <p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• display in-depth knowledge and extensive understanding of the steps and synthesis of a method for the exegesis of a prophetic text from the Old Testament;</li> <li>• select the steps of this method effectively and apply them in practice; analyse and synthesise the information obtained thus; and communicate the result of the steps and of the critical analysis and synthesis, individually and collectively, in a suitable IT format, all within an ethically acceptable framework;</li> <li>• delineate familiar and unfamiliar prophetic texts from the Old Testament in the form of pericopes, and subject them to exegesis according to acceptable exegetic methods.</li> </ul>		

<b>Module code: OTES311(16)</b>	<b>Semester 1</b>	<b>NQF-level: 7</b>
Title: Interpretation of the Writings ( <i>Ketubim</i> )		
Module outcomes:		
<b>Section 1 (8): Interpretation of the Writings: Poetic and Wisdom Literature</b>		
At the end of this section of the module, students should be able to:		
<ul style="list-style-type: none"> <li>display profound and systematic knowledge as well as coherent and critical understanding of the origin, background and message of selected poetic and wisdom books from the Old Testament, literary approaches and poetry in Israel and the Ancient Near East;</li> <li>apply this knowledge and understanding in the critical analysis and synthesis of the poetic and wisdom books in the Old Testament; and present the result in a suitable IT format, all within an ethically acceptable framework;</li> <li>delineate familiar and unfamiliar poetic and wisdom literature from the Old Testament in the form of pericopes, and subject them to exegesis according to acceptable exegetical methods.</li> </ul>		
<b>Section 2 (8): Interpretation of Writings: Chronicles, Ezra, Nehemiah, Ruth, Esther and Daniel</b>		
At the end of this section of the module, students should be able to:		
<ul style="list-style-type: none"> <li>display profound and systematic knowledge as well as coherent and critical understanding of the origin, background and message of Chronicles, Ezra, Nehemiah, Ruth, Esther and Daniel, the origin and purpose of Deuteronomistic and Chronistic History, historiography and apocalypics, and the history and literature of the intertestamental period;</li> <li>apply this knowledge and understanding in the critical analysis and synthesis of Chronicles, Ezra, Nehemiah, Ruth, Esther, Daniel, and Deuteronomistic and Chronistic History; and present the result in a suitable IT format, all within an ethically acceptable framework;</li> <li>delineate familiar and unfamiliar texts from the Books of the Old Testament in the form of pericopes, and subject them to exegesis according to acceptable exegetical methods.</li> </ul>		
<b>Module code: OTES321(16)</b>	<b>Semester 2</b>	<b>NQF-level: 7</b>
Title: Old Testament: Special Themes; the Old Testament and Practical Ministry		
Module outcomes:		
<b>Section 1 (8): Old Testament: Fundamental Reflection and Special Themes</b>		
At the end of this section of the module, students should be able to:		
<ul style="list-style-type: none"> <li>display profound and systematic knowledge of the various approaches to the Theology of the Old Testament, old translations of the Old Testament, the history of Old Testament as a discipline, and the hermeneutics of African Theology; communicate the result in a prescribed format;</li> <li>define and defend their own presuppositions with regard to Old Testament as a discipline as well as their view on the authority of the Old Testament;</li> <li>critically analyse various viewpoints on the relationship between the Old and the New Testament in an ethically accountable manner, and describe, explain and defend their own view.</li> </ul>		
<b>Section 2: The Old Testament and Practical Ministry</b>		
At the end of this section of the module, students should be able to:		
<ul style="list-style-type: none"> <li>analyse different themes, arrive at their own synthesis, and present the result in a prescribed format;</li> <li>select a pericope from the Old Testament with a view to preparing a sermon, proceeding from accountable exegesis to a sermon;</li> <li>interpret the Old Testament with a view to problem-solving in pastoral care, catechesis and Bible study, all within an ethically acceptable framework;</li> <li>demonstrate the significance of the Old Testament for ethical issues in practice.</li> </ul>		
<b>Module code: OTES322(8)</b>	<b>Semester 2</b>	<b>NQF-level: 7</b>
Title: Introduction to Interpretation of the Old Testament		
Module outcomes:		
After completion of this module, students should be able to:		
<ul style="list-style-type: none"> <li>evaluate the principles and methods for the interpretation of the Old Testament;;</li> <li>interpret a section of the Hebraic Old Testament by means of an accountable method;</li> <li>interpret narrative text and laws;</li> <li>discuss the basic features of the geography of the Ancient Near East, and indicate their significance for a study of the Old Testament.</li> </ul>		

<b>Module code: OTES612(8)</b>	<b>Semester 1</b>	<b>NQF-level: 8</b>
Title: The Pentateuch		
Module outcomes: At the end of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display extensive and systematic knowledge as well as coherent and critical understanding of the Pentateuch as a whole and of the individual books comprising this collection; and conduct independent critical evaluation of various viewpoints and current research on the origin, background and message of these books;</li> <li>formulate their own viewpoint on the origin and message of these books, and communicate it in group discussions;</li> <li>formulate and explain the principles for an ethical framework on the basis of the Old Testament, with specific reference to the place of the ethical, civil and ceremonial laws of the Pentateuch;</li> <li>display in-depth knowledge and understanding of the political history, geography and life-world as reflected in the Pentateuch, and explain the significance of this cultural-historical background for a study of the Old Testament;</li> <li>display coherent and critical understanding of current research on the history of Old Testament Theology, especially on the character, origin and history of the discipline.</li> </ul>		
<b>Module code: OTES621(8)</b>	<b>Semester 2</b>	<b>NQF-level: 8</b>
Title: Narrative Text: the Early Prophets		
Module outcomes: At the end of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display profound knowledge and coherent understanding of selected historical-critical and textually oriented approaches, and conduct a critical debate on these approaches;</li> <li>display coherent and critical understanding of the Early Prophets, both as a whole and individually within this collection; conduct independent critical evaluation of various viewpoints on current research on the origin, background and message of these books;</li> <li>formulate their own viewpoint on the origin and message of these books with due consideration of other viewpoints; and defend their view in group discussions;</li> <li>conduct independent scriptural interpretation (exegesis) of various pericopes in the Hebrew Bible, concentrating on narratives and with a view to preaching on a Reformational basis;</li> <li>use various aids in the process of scriptural interpretation effectively, for instance computer-assisted aids and textual critical comments in the Hebrew Bible;</li> <li>present and communicate the results of the scriptural interpretation in a suitable IT format;</li> <li>display profound knowledge and understanding of the political history, geography and life-world reflected in the Early Prophets, and explain the significance of this cultural-historical background for a study of the Old Testament;</li> <li>display profound and critical understanding of current research on the history of Old Testament Theology through a study of the basic concepts of the field of study and one Old Testament theologian;</li> <li>independently collect information on the fundamentals of biblical archaeology, and explain their significance for a study of the Old Testament;</li> <li>critically evaluate case studies on the claims relating to the merit of discoveries from an ethically acceptable framework, and present the result in the prescribed formats through information technology.</li> </ul>		
<b>Module code: OTES674(20)</b>	<b>Year module</b>	<b>NQF-level: 8</b>
Title: Interpretation and Study of the Old Testament with Special Attention to the Revelation History (Theology) of the Old Testament		
Module outcomes:		
<b>Section 1 (7): Old Testament Exegesis</b>		
At the end of this section of the module students should be able to:		
<ul style="list-style-type: none"> <li>display extensive, systematic and profound knowledge as well as coherent and critical understanding of the principles and methods of Old Testament and exegetic problems;</li> <li>apply their knowledge and understanding in the exegesis of pericopes from the Old Testament, utilising current research in the discipline, and communicate it in a suitable IT format, all within an ethically acceptable framework;</li> </ul>		

<ul style="list-style-type: none"> <li>assess exegetic problems and formulate suggestions for a solution.</li> </ul>		
<b>Section 2 (7): Old Testament Introduction (Canonics)</b>		
At the end of this section of the module students should be able to:		
<ul style="list-style-type: none"> <li>display extensive, systematic and profound knowledge as well as coherent and critical understanding of introductory questions to the Old Testament in general and groups of books as well as individual books in particular;</li> <li>critically analyse, synthesise and effectively select their knowledge of dealing with topical issues and apply it to new knowledge; independently identify, evaluate, analyse and synthesise the new knowledge they have obtained; evaluate the data independently according to current research in the discipline; and communicate it in different formats applying to the context, all within an ethically acceptable framework;</li> <li>assess various approaches to the Old Testament and formulate suggestions for a solution.</li> </ul>		
<b>Section 3 (6): Old Testament Theology (Revelation History)</b>		
At the end of this section of the module students should be able to:		
<ul style="list-style-type: none"> <li>display extensive, systematic and profound knowledge as well as coherent and critical understanding of a study of Revelation History (Theology) in the Old Testament, and evaluate various approaches within an ethically acceptable framework;</li> <li>communicate the result in a suitable IT format.</li> </ul>		
<b>Module code: OTES811(16)</b>	<b>Semester 1</b>	<b>NQF-level: 9</b>
Title: Interpretation of Prophetic Literature		
Module outcomes:		
At the end of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display extensive, systematic and specialised knowledge as well as coherent and critical understanding of the prophetic literature and social integration in Old Israel, and present the result in various suitable formats;</li> <li>conduct critical analysis with synthesis and independent evaluation of the prophetic literature, literary approaches to the Old Testament and canonical approaches to the Revelation History of the Old Testament, all within an ethically acceptable framework; solve complex problems in this regard.</li> </ul>		
<b>Module code: OTES821(8)</b>	<b>Semester 2</b>	<b>NQF-level: 9</b>
Title: Interpretation of the Writings: Chronicles, Ezra, Nehemiah, Ruth, Esther and Daniel		
Module outcomes:		
At the end of this module students should be able to:		
<ul style="list-style-type: none"> <li>display extensive, systematic and specialised knowledge as well as coherent and critical understanding of the above-mentioned Books, historiography and apocalypticism, and the theme of the relationship between God and a human being in Revelation History; and present this in various suitable formats;</li> <li>critical analysis, including synthesis and independent evaluation of literature in the intertestamental period as well as Feminist Post modernistic Hermeneutics, all within an ethically acceptable framework.</li> </ul>		
<b>Module code: OTES872(96)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Old Testament Dissertation		
Module outcomes:		
Students should be able to:		
<ul style="list-style-type: none"> <li>display extensive, systematic and specialised knowledge as well as coherent and critical understanding of Old Testament as a discipline; analyse and synthesise the information and evaluate it under supervision by means of well-developed collection skills, study and evaluation of literature and existing research, and present it in the form of a research report (dissertation);</li> <li>solve complex and real-life problems in Old Testament as a discipline through the evaluation of their own ethical frameworks, with due consideration of other frameworks.</li> </ul>		
<b>Module code: OTES873(48)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Old Testament Mini Dissertation		
Module outcomes:		
Students should be able to:		
<ul style="list-style-type: none"> <li>display extensive, systematic and specialised knowledge as well as coherent and critical understanding of Old Testament as a discipline; analyse and synthesise the information and</li> </ul>		

<p>evaluate it under supervision by means of well-developed collection skills, study and evaluation of literature and existing research, and present it in the form of a research report (mini dissertation);</p> <ul style="list-style-type: none"> <li>• solve complex and real-life problems in Old Testament as a discipline through the evaluation of their own ethical frameworks, with due consideration of other frameworks.</li> </ul>		
<b>Module code: OTES874(16)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Perspectives on Old Testament		
<p>Module outcomes:</p> <p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• display extensive, systematic and specialised knowledge as well as coherent critical understanding of Old Testament as a discipline, both orally and in writing;</li> <li>• critically analyse and synthesise this knowledge, and evaluate it under supervision through well-developed collection skills, study and evaluation of literature and existing research;</li> <li>• solve complex and real-life problems and issues in Old Testament as a discipline through the evaluation of their own ethical frameworks, with due consideration of other frameworks.</li> </ul>		
<b>Module code: OTES875(16)</b>	<b>Semester 1</b>	<b>NQF-level: 9</b>
Title: Interpretation of the Writings: Poetic and Wisdom Literature: Fundamental Reflection and Special Themes		
<p>Module outcomes:</p> <p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• display extensive, systematic and specialised knowledge as well as coherent and critical understanding of these Writings, poetry and wisdom in the Old Testament, and various approaches to the Revelation History; present the result in various suitable formats;</li> <li>• conduct critical analysis with synthesis and independent evaluation of their own presuppositions, the relationship between the Old and the New Testament, the authority of the Old Testament, and other special themes, all within an ethically acceptable framework; solve complex problems in this regard.</li> </ul>		
<b>Module code: OTES876(32)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Perspectives on Old Testament		
<p>Module outcomes:</p> <p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• display extensive, systematic and specialised knowledge as well as coherent critical understanding of Old Testament as a discipline, both orally and in writing;</li> <li>• critically analyse and synthesise this knowledge, and evaluate it under supervision through well-developed collection skills, study and evaluation of literature and existing research;</li> <li>• solve complex and real-life problems and issues in Old Testament as a discipline through the evaluation of their own ethical frameworks, with due consideration of other frameworks.</li> </ul>		
<b>Module code: OTES991(224)</b>	<b>Year module</b>	<b>NQF-level: 10</b>
Title: Old Testament Thesis		
<p>Module outcomes:</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• display extensive, systematic and specialised knowledge as well as coherent and critical understanding of Old Testament as a discipline; analyse and synthesise the information and evaluate it independently by means of well-developed collection skills, independent study and evaluation of literature and existing research, and present it in the form of a thesis;</li> <li>• solve complex and undefined problems which are prominent in Old Testament as a discipline through the evaluation of their own ethical frameworks, with due consideration of other frameworks.</li> </ul>		
<b>Module code: OTES994(32)</b>	<b>Year module</b>	<b>NQF-level: 10</b>
Title: Perspectives on Old Testament		
<p>Module outcomes:</p> <p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• display extensive, systematic and specialised knowledge as well as coherent critical understanding of Old Testament as a discipline, both orally and in writing;</li> <li>• analyse and synthesise this knowledge, and evaluate it independently through well-developed</li> </ul>		

<p>collection skills, independent study and evaluation of literature and existing research;</p> <ul style="list-style-type: none"> <li>• solve complex and undefined problems which are prominent in Old Testament as a discipline through the evaluation of their own ethical frameworks, with due consideration of other frameworks.</li> </ul>		
<b>Module code: PAST121(8)</b>	<b>Semester 2</b>	<b>NQF-level: 5</b>
<p>Title: Biblical Counselling</p> <p>Module outcomes:</p> <p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate basic knowledge about the origin and development history of Practical Theology and Pastorate, the difference between a biblical-pastoral and a psychological approach, scriptural principles which govern the Trinitary orientation of Pastorate, the vertical and horizontal dimensions in a pastoral encounter, and the principles of pastoral methodology;</li> <li>• interpret, analyse, synthesise and apply the theory, principles and methods that have to be learned in this module, and communicate the result, both orally and in writing, at a basic level during contact opportunities and in basic research projects;</li> <li>• solve well-defined familiar and unfamiliar pastoral problems in a familiar context by means of written exercises and role-playing.</li> </ul>		
<b>Module code: PAST211(8)</b>	<b>Semester 1</b>	<b>NQF-level: 6</b>
<p>Title: Development of Pastoral Skills</p> <p>Module outcomes:</p> <p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• display in-depth knowledge and extensive understanding of various theories on pastoral skills;</li> <li>• use analysis and synthesis to identify the pastoral principles underlying pastoral skills so as to select and apply the skills effectively;</li> <li>• demonstrate orally and in writing as well as in computer format what the pastoral skills are, and communicate them with consideration of their own and other critical ethical frameworks.</li> </ul>		
<b>Module code: PAST221(16)</b>	<b>Semester 2</b>	<b>NQF-level: 6</b>
<p>Title: Pastoral Care of Marriage and the Family</p> <p>Module outcomes:</p> <p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• display in-depth knowledge and extensive understanding of the various theories on marriage and family pastorate;</li> <li>• use analysis and synthesis to identify the pastoral principles underlying marriage and family counselling so as to select such skills effectively;</li> <li>• examine well-defined familiar and unfamiliar problems in an unfamiliar context;</li> <li>• demonstrate orally and in writing as well as computer format what pastoral care in marriage and the family entails, and communicate this with consideration of their own and other critical ethical frameworks.</li> </ul>		
<b>Module code: PAST311(16)</b>	<b>Semester 1</b>	<b>NQF-level: 7</b>
<p>Title: Pastoral Cases in Counselling</p> <p>Module outcomes:</p> <p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• display complete and systematic knowledge of the principles of Pastoral Counselling, with specific reference to prayer, forgiveness, marriage counselling, illness counselling and death counselling;</li> <li>• critically analyse and synthesise this knowledge in any given context, and communicate the result orally and in writing in a suitable format within an accepted ethical framework;</li> <li>• conduct counselling on any concrete or abstract problem within a familiar or unfamiliar context.</li> </ul>		
<b>Module code: PAST321(16)</b>	<b>Semester 2</b>	<b>NQF-level: 7</b>
<p>Title: Pastoral Treatment of Stress, Trauma and Inner Healing</p> <p>Module outcomes:</p> <p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• display profound and systematic knowledge as well as coherent and critical understanding of stress, trauma and inner healing;</li> </ul>		

<ul style="list-style-type: none"> <li>effectively select and apply new knowledge on stress, trauma and inner healing;</li> <li>utilise well-developed research skills, critical analysis and synthesis of quantitative and qualitative data;</li> <li>examine unfamiliar concrete and abstract problems in an undefined context;</li> <li>demonstrate orally and in writing as well as in computer format what stress, trauma and inner healing entail, and communicate this, with consideration of the student's own and other critical and ethical frameworks.</li> </ul>		
<b>Module code: PAST322(24)</b>	<b>Semester 2</b>	<b>NQF-level: 7</b>
Title: The Person of the Pastoral Counsellor: Spirituality, Mentorship and Supervision		
<p>Module outcomes:</p> <p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>display profound and systematic knowledge as well as coherent and critical understanding of spirituality, mentorship and supervision;</li> <li>effectively select and apply new knowledge on spirituality, mentorship and supervision;</li> <li>utilise well-developed research skills, critical analysis and synthesis of quantitative and qualitative data;</li> <li>examine unfamiliar concrete and abstract problems in an undefined context;</li> <li>demonstrate orally and in writing as well as in computer format what spirituality, mentorship and supervision entail, and communicate this, with consideration of the student's own and other critical and ethical frameworks.</li> </ul>		
<b>Module code: PAST621(8)</b>	<b>Semester 2</b>	<b>NQF-level: 8</b>
Title: Home Visitation and Counselling		
<p>Module outcomes:</p> <p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>display extensive, systematic and profound knowledge of home visits and counselling;</li> <li>display coherent and critical understanding of home visits and counselling;</li> <li>conduct critical analysis, synthesis and independent evaluation in home visits and counselling;</li> <li>demonstrate effective collection skills, identification, critical analysis, synthesis, independent evaluation of data, and familiarity with current research in the discipline;</li> <li>examine complex and undefined problems which are prominent in the discipline;</li> <li>utilise their own critical framework with consideration of others;</li> <li>deal with complex and/or real-life problems and issues relating to home visits and counselling;</li> <li>present the result in the form of a <i>colloquium</i>.</li> </ul>		
<b>Module code: PAST671(16)</b>	<b>Year module</b>	<b>NQF-level: 8</b>
Title: General and Specific Counselling		
<p>Module outcomes:</p> <p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>display extensive, systematic and profound knowledge of general and specific counselling;</li> <li>display coherent and critical understanding of general and specific counselling;</li> <li>conduct critical analysis, synthesis and independent evaluation of general and specific counselling;</li> <li>demonstrate effective collection skills, identification, critical analysis, synthesis, independent evaluation of data, and familiarity with current research in the discipline;</li> <li>examine complex and undefined problems which are prominent in the discipline;</li> <li>utilise their own critical framework with consideration of others;</li> <li>deal with complex and/or real-life problems and issues relating to general and specific counselling;</li> <li>present the result orally and in writing in computer format.</li> </ul>		
<b>Module code: PAST822(8)</b>	<b>Semester 2</b>	<b>NQF-level: 9</b>
Title: Applied Pastoral Studies		
<p>Module outcomes:</p> <p>After completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>display extensive, systematic and specialised knowledge of the theoretical principles and methodology of pastoral practice;</li> <li>communicate coherent and critical understanding of congregation-building situations;</li> </ul>		

<ul style="list-style-type: none"> <li>display well-developed collection skills, identification, critical analysis, synthesis and independent evaluation of research methods and techniques, and apply research and critical thinking in the identification and analysis of the appropriate literature obtained by them;</li> <li>formulate their own critical ethical framework, with consideration of others, for complex problems in pastoral practice and congregation-building situations; apply the result in a suitable format.</li> </ul>		
<b>Module code: PAST872(96)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Pastoral Studies: Dissertation		
Module outcomes: Students should be able to: <ul style="list-style-type: none"> <li>display extensive, systematic and specialised knowledge of Pastorate;</li> <li>display coherent and critical understanding of Pastorate;</li> <li>conduct critical analysis, synthesis and independent evaluation of relevant literature, issues, methods and research in Pastorate;</li> <li>demonstrate well-developed collection skills, identification, critical analysis, synthesis and independent evaluation of data; undertake literature study under supervision;</li> <li>examine complex and undefined problems which are prominent in the discipline;</li> <li>utilise their own ethical framework, with consideration of others;</li> <li>deal with complex and/or real-life problems and issues;</li> <li>present the result in the form of a dissertation.</li> </ul>		
<b>Module code: PAST873(48)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Pastoral Studies: Mini Dissertation		
Module outcomes: Students should be able to: <ul style="list-style-type: none"> <li>display extensive, systematic and specialised knowledge of Pastorate;</li> <li>display coherent and critical understanding of Pastorate;</li> <li>conduct critical analysis, synthesis and independent evaluation of relevant literature, issues, methods and research in Pastorate;</li> <li>demonstrate well-developed collection skills, identification, critical analysis, synthesis and independent evaluation of data; undertake literature study under supervision;</li> <li>examine complex and undefined problems which are prominent in the discipline;</li> <li>utilise their own ethical framework, with consideration of others;</li> <li>deal with complex and/or real-life problems and issues;</li> <li>present the result in the form of a mini dissertation.</li> </ul>		
<b>Module code: PAST874(16)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Pastoral Perspectives		
Module outcomes: At the end of this module, students should be able to: <ul style="list-style-type: none"> <li>display extensive, systematic and specialised knowledge of Pastorate;</li> <li>display coherent and critical understanding of Pastorate;</li> <li>conduct critical analysis, synthesis and independent evaluation of relevant literature, issues, methods and research in Pastorate;</li> <li>demonstrate well-developed collection skills, identification, critical analysis, synthesis and independent evaluation of data; undertake literature study under supervision;</li> <li>examine complex and undefined problems which are prominent in the discipline;</li> <li>utilise their own ethical framework, with consideration of others;</li> <li>deal with complex and/or real-life problems and issues;</li> <li>present the result in the form of a <i>colloquium</i>.</li> </ul>		
<b>Module code: PAST876(32)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Pastoral Perspectives		
Module outcomes: Students should be able to discuss a selection of topics in the field of Pastoral Studies and formulate their own viewpoint on the matter.		



<b>Module code: PAST991(224)</b>	<b>Year module</b>	<b>NQF-level: 10</b>
Title: Pastoral Studies: Thesis		
Module outcomes: Students should be able to:		
<ul style="list-style-type: none"> <li>display extensive, systematic and specialised knowledge of Pastorate;</li> <li>display coherent and critical understanding of Pastorate;</li> <li>conduct critical analysis, synthesis and independent evaluation of relevant literature, issues, methods and research in Pastorate;</li> <li>demonstrate well-developed collection skills, and independent execution of a study and evaluation of literature and existing research;</li> <li>examine complex and undefined problems which are prominent in the discipline;</li> <li>utilise their own ethical framework, with consideration of others;</li> <li>deal with complex and/or real-life problems and issues;</li> <li>present the result in the form of a thesis.</li> </ul>		
<b>Module code: PAST994(32)</b>	<b>Year module</b>	<b>NQF-level: 10</b>
Title: Pastoral Perspectives		
Module outcomes: At the end of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display extensive, systematic and specialised knowledge of Pastorate;</li> <li>display coherent and critical understanding of Pastorate;</li> <li>conduct critical analysis, synthesis and independent evaluation of relevant literature, issues, methods and research in Pastorate;</li> <li>demonstrate well-developed collection skills, and independent execution of a study and evaluation of literature and existing research;</li> <li>examine complex and undefined problems which are prominent in the discipline;</li> <li>utilise their own ethical framework, with consideration of others;</li> <li>deal with complex and/or real-life problems and issues;</li> <li>communicate the result in the form of a <i>colloquium</i>.</li> </ul>		
<b>Module code: SEMT112(12)</b>	<b>Semester 1</b>	<b>NQF-level: 5</b>
Title: Biblical Hebrew Grammar I and Geographical Context		
Module outcomes: After completion of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display sound knowledge and skill in infrastructure of the Biblical Hebrew language structure with intelligent understanding of key terms, rules, concepts, principles and theories relating to <ul style="list-style-type: none"> <li>➤ phonetics: forming and pronouncing Hebrew speech sounds</li> <li>➤ phonology: the relationship between the sound system of Biblical Hebrew and the linguistic units of Biblical Hebrew;</li> <li>➤ morphology: the combination of discrete significant units in words/word structure of (regular) verbs, nouns, adjectives, pronouns, conjunctions, adverbs and existence particles;</li> <li>➤ syntax: the way in which words are combined to form phrases and sentences in Biblical Hebrew; and</li> <li>➤ semantics: the thematic roles and the minimum contribution of a word or a construction to understanding the context of a Biblical Hebrew text;</li> <li>➤ identify, translate and interpret simple nominal sentences and simple verbal statements</li> </ul> </li> <li>identify, translate and interpret simple nominal sentences and simple verbal statements in support of the key terms, rules, concepts, principles and theories;</li> <li>develop linguistic competence based on group I vocabulary 26 verbs + 43 nouns(500-5000x);</li> <li>define works in the light of the sociocultural context of the Ancient Near East;</li> <li>describe the geographical context of the Ancient Near East.</li> </ul>		
<b>Module code: SEMT113(16)</b>	<b>Semester 1</b>	<b>NQF-level: 5</b>
Title: Biblical Hebrew Linguistic Skill		
Module outcomes: After completion of this module students should be able to:		
<ul style="list-style-type: none"> <li>display sound knowledge and skill in the infrastructure of the Biblical Hebrew language</li> </ul>		

<p>structure with intelligent understanding of key terms, rules, concepts, principles and theories in this context;</p> <ul style="list-style-type: none"> <li>• identify, translate and interpret parts of speech, phrases and sentences from the Hebrew Bible by means of dictionaries and electronic sources;</li> <li>• define works in the light of the sociocultural context of the Ancient Near East;</li> <li>• describe the geographical context of the Ancient Near East.</li> </ul>		
<b>Module code: SEMT121(16)</b>	<b>Semester 2</b>	<b>NQF-level: 5</b>
<b>Title: Biblical Hebrew Grammar II</b>		
<p>Module outcomes:</p> <p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• display basic knowledge of the infrastructure of Biblical Hebrew grammar, with intelligent understanding of key terms, rules, concepts, principles and theories relating to the following linguistic levels of language study: <ul style="list-style-type: none"> <li>➢ morphology: the combination of discrete significant units in words/word structure of (irregular) verbs, nouns, adjectives, prepositions, conjunctions, adverbs, existence particles, interrogatives, discourse markers and interjections;</li> <li>➢ syntax: the way in which words are combined to form phrases and sentences in Biblical Hebrew;</li> <li>➢ semantics: the thematic roles and the minimum contribution of a word or a construction to understanding the context of a Biblical Hebrew text;</li> </ul> </li> <li>• analyse, synthesise and evaluate the existing knowledge through the analysis and translation of simple verbal nominal, interrogative and imperative sentences as well as coordinate and subordinate compound sentences in a prescribed format, both orally and in writing;</li> <li>• solve simple coherent texts from the Hebrew Bible in the form of well-defined problems by means of regular and irregular conjugations; and define words in their contextual sense in the familiar sociocultural context of the Ancient Near East.</li> </ul>		
<b>Module code: SEMT211(16)</b>	<b>Semester 1</b>	<b>NQF-level: 6</b>
<b>Title: Biblical Hebrew Grammar III</b>		
<p>Module outcomes:</p> <p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• display basic knowledge of the infrastructure of Biblical Hebrew grammar, with extensive understanding of key terms, rules, concepts, principles and theories relating to the following linguistic levels of language study: <ul style="list-style-type: none"> <li>➢ semantics: describe the basic principles of the semantics of Biblical Hebrew, and apply them in defining the meaning of a word used in a specific context in the Hebrew Bible by such means as the appropriate and intelligent use of dictionaries and lexicons;</li> <li>➢ pragmatics: indicating methodologically to what extent the context of the Ancient Near East has influenced the interpretation of the meaning of words;</li> </ul> </li> <li>• select and apply this knowledge effectively through the analysis, translation and contextual interpretation of a coherent passage from narrative text in the Hebrew Bible in a suitable format from a morphologic, syntactic and semantic perspective; and analyse and synthesise problems critically according to the traditional interpretation models;</li> <li>• solve well-defined problems in narrative passages, which concur with the levels of language structure, by means of the Biblical Hebrew Reference Grammar; and define words in their contextual sense in the sociocultural context of the Ancient Near East.</li> </ul>		
<b>Module code: SEMT221(16)</b>	<b>Semester 2</b>	<b>NQF-level: 6</b>
<b>Title: Biblical Hebrew Grammar IV and Conceptual Language System</b>		
<p>Module outcomes:</p> <p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• display in-depth knowledge of the infrastructure of Biblical Hebrew grammar with extensive understanding of the explanatory processes in the Biblical Hebrew conceptual language system, as well as sound knowledge of the cosmological thinking of the people of the Ancient Near East;</li> <li>• effectively select and apply this knowledge through the analysis, translation and contextual interpretation of a coherent passage from selected narrative texts in the Hebrew Bible in a suitable format, from a morphologic, syntactic and semantic perspective, and the analysis and</li> </ul>		

<p>synthesis of textual critical problems; explain the coherent passage from the selected narrative texts from the Hebrew Bible by means of electronic aids from a morphologic and syntactic perspective, and then translate them semantically and interpret them contextually;</p> <ul style="list-style-type: none"> <li>critically analyse and synthesise narrative, descriptive, argumentative and prescriptive texts which appear in the form of well-defined familiar and unfamiliar problems within the rhetorical organisation of the Biblical Hebrew texts in suitable formats.</li> </ul>		
<b>Module code: SEMT312(8)</b>	<b>Semester 1</b>	<b>NQF-level: 7</b>
Title: Biblical Hebrew Language Structure and Textual Study		
<p>Module outcomes:</p> <p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>display complete and systematic knowledge of the infrastructure of Biblical Hebrew grammar, with coherent understanding of key terms, rules, concepts, principles and theories relating to the linguistic and literary levels of language study</li> <li>select and apply this knowledge effectively through the rhetorical organisation of the types of text in the Hebrew Bible through presentation in the prescribed formats;</li> <li>analyse and translate the coherent section of selected poetic passages from the Hebrew Bible which are posed as unfamiliar problems in the prescribed formats from a morphologic, syntactic, semantic and pragmatic perspective; assess them from a textual critical angle, and interpret and analyse them contextually with a view to the identification of problems relating to the traditional interpretation models.</li> </ul>		
<b>Module code: SEMT322(8)</b>	<b>Semester 2</b>	<b>NQF-level: 7</b>
Title: Biblical Hebrew Textual Study and Comparative Textual Study		
<p>Module outcomes:</p> <p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>display complete and systematic knowledge of the infrastructure of Biblical Hebrew grammar with coherent understanding of key terms, rules, concepts, principles and theories relating to the linguistic and literary levels of language study;</li> <li>select and apply this knowledge effectively through a comparative literature study of Ancient Near East texts and types of text from the Hebrew Bible, and apply this by presenting it in the prescribed formats;</li> <li>analyse and translate a coherent section of selected more difficult poetic passages from the Hebrew Bible which are posed as unfamiliar problems in the prescribed formats (with and without electronic aids) from a morphologic, syntactic, semantic and pragmatic perspective; assess them from a textual critical angle, and interpret and analyse them contextually with a view to the identification of problems relating to the traditional interpretation models.</li> </ul>		
<b>Module code SEMT611(8)</b>	<b>Semester 1</b>	<b>NQF-level 8</b>
Title: Biblical Aramaic Grammar		
<p>Module outcomes:</p> <p>At the end of this module, students should be able to</p> <ul style="list-style-type: none"> <li>display sound knowledge and skill in the infrastructure of Biblical Aramaic with coherent understanding of key terms, rules, concepts, principle and theories relating to: <ul style="list-style-type: none"> <li>phonetics: the formation and pronunciation of Aramaic vocal sounds</li> <li>phonology: the relationship between the vocal system and the linguistic units of Biblical Aramaic;</li> <li>morphology: the combination of discrete meaningful units in words/word structure of the (ir/regular) verb, noun, adjective, preposition, conjunction, adverb and substantive word</li> <li>interrogative word, discourse marker and interjection;</li> <li>syntax: the way in which words are combined to form phrases and sentences in Biblical Aramaic;</li> <li>semantics: the thematic roles of and minimum contribution of a word or construction to understanding the context of a Biblical Aramaic text; and</li> <li>pragmatics: methodological explanation of how the Ancient Near Eastern context has influenced the interpretation of a word;</li> </ul> </li> <li>identify, translate and interpret simple nominal and verbal statements, interrogative sentences and commands, extended sentences as well as coordinate and subordinate complex sentences in support of key terms, rules, concepts, principles and theories;</li> </ul>		

<ul style="list-style-type: none"> <li>analyse and translate a coherent section of selected Aramaic passages from the Old Testament from a morphologic, syntactic, semantic and pragmatic perspective; assess them from a textual critical angle, and interpret them contextually and identify problems relating to the traditional interpretation models;</li> <li>develop linguistic competence which can serve as building blocks of the Biblical Aramaic group of words</li> <li>create a proven data collection of a selected topic as part of the process of research methodology.</li> </ul>		
<b>Module code SEMT621(8)</b>	<b>Semester 2</b>	<b>NQF-level 8</b>
<b>Title: Extra-Aramaic and Comparative Textual Study</b>		
<p>Module outcomes:</p> <p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>make a comparative literature study of the Aramaic Qumran texts and proceed to an assessment of the texts;</li> <li>evaluate the history and significance of the archaeological discoveries at Qumran</li> <li>analyse and translate a coherent extra-Aramaic passage from a morphologic, syntactic, semantic and pragmatic perspective and interpret it contextually;</li> <li>produce an individual research assignment of good quality through the effective defence of a viewpoint, or present a hypothesis in the form of a sound, logical and coherent argument.</li> </ul>		
<b>Module code: SEMT671(24)</b>	<b>Year module</b>	<b>NQF-level: 8</b>
<b>Title: Practical Translation Hebrew and Aramaic Old Testament</b>		
<p>Module outcomes:</p> <p>After completion of this module, students should be able to:</p> <p>display extensive, systematic and profound knowledge of the linguistic and literary infrastructure of Biblical Hebrew and Biblical Aramaic, with coherent and critical understanding of key terms, rules, concepts and principles in relation to general language theories;</p> <ul style="list-style-type: none"> <li>critically analyse and synthesise this knowledge through independent evaluation of themes relevant to the practical translation of the Hebrew and Aramaic Bible, and present the result in various formats;</li> <li>identify complex problems relevant to the practical translation of the Hebrew and Aramaic Bible; display conceptual precision with regard to Biblical Hebrew, Biblical Aramaic and translation theory by means of a process of data collection, organisation, critical analysis and interpretation; successfully defend a viewpoint or present a hypothesis in the form of a reasoned, logical and coherent argument in class context through the use of individual or group methods.</li> </ul>		
<b>Module code: SEMT672(24)</b>	<b>Year module</b>	<b>NQF-level: 8</b>
<b>Title: Comparative Semitic Textual Study</b>		
<p>Module outcomes:</p> <p>After completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>display extensive, systematic and profound knowledge of the classification of all the Semitic language groups, the history of the study of Semitic Languages, the comparative Semitic writings with the corpus Qumran texts and variant Old Testament text versions, as well as coherent and critical understanding of key terms, rules, concepts, principles and theories in this regard;</li> <li>critically analyse and synthesise this knowledge through the independent evaluation of themes relevant to the classification of all the Semitic language groups, the history of the study of Semitic Languages, comparative Semitic writings with the corpus Qumran texts and variant Old Testament text versions in support of the key terms, rules, concepts, principles and theories, and apply it by presenting the result in various formats;</li> <li>identify complex problems relevant to the classification of all the Semitic language groups, the history of the study of Semitic Languages, comparative Semitic writings with the corpus Qumran texts and variant Old Testament text versions; show conceptual precision in the classification of all the Semitic language groups in the history of the study of Semitic Languages, comparative Semitic writings with the corpus Qumran texts and variant Old Testament text versions by means of a process of data collection, organisation, critical analysis and interpretation; successfully defend a viewpoint or present a hypothesis in the form of a</li> </ul>		

reasoned, logical and coherent argument in class context through the use of individual or group methods.		
<b>Module code: SEMT673(24)</b>	<b>Year module</b>	<b>NQF-level: 8</b>
Title: Extra-Biblical Hebrew and Aramaic		
Module outcomes: After completion of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display extensive, systematic and profound knowledge of the Extrabiblical Hebrew and Aramaic alphabet systems, grammar, history, religion and literature, as well as coherent and critical understanding of key terms, rules, concepts, principles and theories in this regard;</li> <li>critically analyse and synthesise this knowledge through the reading of vocalised and unvocalised Extrabiblical Hebrew and Aramaic texts, independent analysis of themes relating to the history, religion and literature of selected Extrabiblical Hebrew and Aramaic texts in support of key terms, rules, concepts, principles and theories, and presentation of the result in different formats;</li> <li>identify complex problems relating to the grammar, history, religion and literature of selected Extrabiblical Hebrew and Aramaic texts; show conceptual precision with regard to the grammar, history, religion and literature of selected Extrabiblical Hebrew and Aramaic texts by means of a process of data collection, organisation, critical analysis and interpretation; successfully defend a viewpoint or present a hypothesis in the form of a reasoned, logical and coherent argument in class context through the use of individual or group methods.</li> </ul>		
<b>Module code: SEMT674(24)</b>	<b>Year module</b>	<b>NQF-level: 8</b>
Title: Syriac		
Module outcomes: After completion of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display extensive, systematic and profound knowledge of the Syriac alphabet, grammar, history and literature as well as the history and religion of the Syriac-speaking churches in the first millennium after Christ; read Syriac texts with coherent and critical understanding of key terms, rules, concepts, principles and theories in this regard;</li> <li>independently analyse this knowledge through the evaluation of themes relating to the Syriac alphabet, grammar, history and literature as well as the history of the Syriac-speaking churches in the first millennium after Christ in support of key terms, rules, concepts, principles and theories; and present the result in various formats;</li> <li>identify complex problems relating to the Syriac alphabet, grammar, history and literature as well as the history and religion of the Syriac-speaking churches of the first millennium after Christ; show conceptual precision with regard to the Syriac alphabet, grammar, history and literature of the Syriac-speaking churches of the first millennium after Christ by means of a process of data collection, organisation, critical analysis and interpretation; successfully defend a viewpoint or present a hypothesis in the form of a reasoned, logical and coherent argument in class context through the use of individual or group methods.</li> </ul>		
<b>Module code: SEMT675(24)</b>	<b>Year module</b>	<b>NQF-level: 8</b>
Title: Ugaritic		
Module outcomes: After completion of this module, students should be able to:		
<ul style="list-style-type: none"> <li>display extensive, systematic and profound knowledge of the Ugaritic cuneiform alphabet, grammar, history, religion and literature; read Ugaritic texts with coherent and critical understanding of key terms, rules, concepts, principles and theories in this regard;</li> <li>critically analyse and synthesise this knowledge through independent analysis of themes relating to the Ugaritic cuneiform alphabet, grammar, history, religion and literature in support of key terms, rules, concepts, principles and theories, and present the result in different formats;</li> <li>identify complex problems relating to the Ugaritic cuneiform alphabet, grammar, history, religion and literature; show conceptual precision with regard to the Ugaritic cuneiform alphabet, grammar, history and literature by means of a process of data collection, organisation, critical analysis and interpretation; successfully defend a viewpoint or present a hypothesis in the form of a reasoned, logical and coherent argument in class context through the use of individual or group methods.</li> </ul>		

<b>Module code: SEMT676(24)</b>	<b>Year module</b>	<b>NQF-level: 8</b>
Title: Acadian		
Module outcomes: After completion of this module, students should be able to: <ul style="list-style-type: none"> <li>display extensive, systematic and profound knowledge of the Accadian alphabet, grammar, history, religion and literature; read Accadian texts with coherent and critical understanding of key terms, rules, concepts, principles and theories in this regard;</li> <li>critically analyse and synthesise this knowledge through independent analysis of themes relating to the Accadian alphabet, grammar, history, religion and literature in support of key terms, rules, concepts, principles and theories; present the result in various formats;</li> <li>identify complex problems relating to the Accadian alphabet, grammar, history, religion and literature; show conceptual precision with regard to the Accadian alphabet, grammar, history and literature by means of a process of data collection, organisation, critical analysis and interpretation; successfully defend a viewpoint or present a hypothesis in the form of a reasoned, logical and coherent argument in class context through the use of individual or group methods.</li> </ul>		
<b>Module code: SEMT677(24)</b>	<b>Year module</b>	<b>NQF-level: 8</b>
Title: Arabic		
Module outcomes: After completion of this module, students should be able to: <ul style="list-style-type: none"> <li>display extensive, systematic and profound knowledge of the Arabic alphabet, grammar, history, religion and literature; read Arabic texts with coherent and critical understanding of key terms, rules, concepts, principles and theories in this regard;</li> <li>critically analyse and synthesise this knowledge through independent analysis of themes relating to the Arabic alphabet, grammar, history, religion and literature in support of key terms, rules, concepts, principles and theories; present the result in different formats;</li> <li>identify complex problems relating to the Arabic alphabet, grammar, history, religion and literature; show conceptual precision with regard to the Arabic alphabet, grammar, history and literature by means of a process of data collection, organisation, critical analysis and interpretation; successfully defend a viewpoint or present a hypothesis in the form of a reasoned, logical and coherent argument in class context through the use of individual or group methods.</li> </ul>		
<b>Module code: SEMT678 (24)</b>	<b>Semester 1-2</b>	<b>NQF-level: 8</b>
Title: The Bible and the Dead Sea Scrolls		
Module outcomes: After completion of this module, students should be able to: <ul style="list-style-type: none"> <li>display extensive, systematic and profound knowledge of the discovery of the Dead Sea Scrolls' texts and history, religion and literature of the second Temple period; read Aramaic texts with coherent and critical understanding of key terms, rules, concepts, principles and theories in this regard;</li> <li>critically analyse and synthesise this knowledge through independent analysis of themes relating to the discovery of the Dead Sea Scrolls' texts and history, religion and literature of the second Temple period in support of key terms, rules, concepts, principles and theories; present the result in various formats;</li> <li>identify complex problems relating to the discovery of the Dead Sea Scrolls' texts and history, religion and literature of the second Temple;</li> <li>show conceptual precision with regard to the discovery of the Dead Sea Scrolls' texts and history, religion and literature of the second Temple period by means of a process of data collection, organisation, critical analysis and interpretation;</li> <li>successfully defend a viewpoint or present a hypothesis in the form of a reasoned, logical and coherent argument in class context through the use of individual or group methods.</li> </ul>		
<b>Module code: SEMT872(96)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Semitic Languages: Dissertation		
Module outcomes: Students should be able to: <ul style="list-style-type: none"> <li>display extensive, systematic and specialised knowledge as well as coherent and critical</li> </ul>		

<p>understanding of Semitic Languages as a discipline; analyse and synthesise the information and evaluate it under supervision by means of well-developed collection skills, study and evaluation of literature and existing research, and present it in the form of a research report (dissertation);</p> <ul style="list-style-type: none"> <li>• solve complex and real-life problems in Semitic Languages as a discipline through the evaluation of their own ethical frameworks, with due consideration of other frameworks.</li> </ul>		
<b>Module code: SEMT873(48)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Semitic Languages: Mini Dissertation		
<p>Module outcomes:</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• display extensive, systematic and specialised knowledge as well as coherent and critical understanding of Semitic Languages as a discipline; analyse and synthesise the information and evaluate it under supervision by means of well-developed collection skills, study and evaluation of literature and existing research, and present it in the form of a research report (mini dissertation);</li> <li>• solve complex and real-life problems in Semitic Languages as a discipline through the evaluation of their own ethical frameworks, with due consideration of other frameworks.</li> </ul>		
<b>Module code: SEMT876(32)</b>	<b>Year module</b>	<b>NQF-level: 9</b>
Title: Perspectives on Semitic Languages		
<p>Module outcomes:</p> <p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• display extensive, systematic and specialised knowledge as well as coherent critical understanding of Semitic Languages as a discipline, both orally and in writing;</li> <li>• critically analyse and synthesise this knowledge, and evaluate it under supervision through well-developed collection skills, study and evaluation of literature and existing research;</li> <li>• solve complex and real-life problems and issues in Semitic Languages as a discipline through the evaluation of their own ethical frameworks, with due consideration of other frameworks.</li> </ul>		
<b>Module code: SEMT991(224)</b>	<b>Year module</b>	<b>NQF-level: 10</b>
Title: Semitic Languages: Thesis		
<p>Module outcomes: Students should be able to:</p> <ul style="list-style-type: none"> <li>• display extensive, systematic and specialised knowledge as well as coherent and critical understanding of Semitic Languages as a discipline; analyse and synthesise the information and evaluate it independently by means of well-developed collection skills, independent study and evaluation of literature and existing research, and present it in the form of a thesis;</li> <li>• solve complex and undefined problems which are prominent in Semitic Languages as a discipline through the evaluation of their own ethical frameworks, with due consideration of other frameworks.</li> </ul>		
<b>Module code: SEMT994(32)</b>	<b>Year module</b>	<b>NQF-level: 10</b>
Title: Perspectives on Semitic Languages		
<p>Module outcomes:</p> <p>At the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• display extensive, systematic and specialised knowledge as well as coherent critical understanding of Semitic Languages as a discipline, both orally and in writing;</li> <li>• critically analyse and synthesise this knowledge, and evaluate it independently through well-developed collection skills, independent study and evaluation of literature and existing research;</li> <li>• solve complex and undefined problems which are prominent in Semitic Languages as a discipline through the evaluation of their own ethical frameworks, with due consideration of other frameworks.</li> </ul>		
<b>Module code: TEKS321(12)</b>	<b>Semester 2</b>	<b>NQF-level: 7</b>
Title: Textual Criticism of the Old and the New Testament		
<p>Module outcomes:</p> <p>At the end of this module students should be able to:</p> <ul style="list-style-type: none"> <li>• conduct a scientific discussion on the theoretical aspects of textual criticism of the Old and the New Testament;</li> </ul>		

<ul style="list-style-type: none"> <li>• apply their theoretical insight through basic textual critical control of any variation unit in the Hebrew/Aramaic OT or Greek NT in support of the process of exegesis.</li> </ul>		
<b>Module code: TEOL111(8)</b>	<b>Semester 1</b>	<b>NQF-level: 5</b>
Title: Introduction to Theology		
Module outcomes: At the end of this module, students should be able to: <ul style="list-style-type: none"> <li>• have in-depth understanding of what is meant by theology as a science;</li> <li>• have deeper insight into the question of what is meant by Reformed theology, in other words, the tradition in which function;</li> <li>• critically evaluate theologians who differ from the Reformed tradition;</li> <li>• be familiar with the subsections of theology and, hence, of the encyclopaedic place of each discipline</li> <li>• communicate the challenges and joys inherent in theology through the solution of specific problems.</li> </ul>		
<b>Module code: TEOL671(32)</b>	<b>Semester 2</b>	<b>NQF-level: 8</b>
Title: Mini Dissertation		
Module outcomes: After completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• submit a research proposal which reflects critical understanding and clear delineation of a limited research theme;</li> <li>• provide evidence of their familiarity with research methods and techniques in this field;</li> <li>• scientifically document the statement of the problem, aim, research, field, method, results and conclusions;</li> <li>• write a mini dissertation in which they report on their research skill and ability to record the results of their research.</li> </ul>		
<b>Module code: TNAV671(8)</b>	<b>Semester 1</b>	<b>NQF-level: 8</b>
Title: Research Methodology		
Module outcomes: At the end of this module students should be able to: <ul style="list-style-type: none"> <li>• demonstrate basic knowledge and understanding of the role and function of the following components of the research process so as to write a research proposal of limited scope: the research problem, overview of the literature, central-theoretical argument(s), research design, testing, measuring instruments, statistical analyses and procedures;</li> <li>• demonstrate advanced bibliographical skills, including the use of information technology (electronic data bases and text manipulation programs) as a research aid in preparing an annotated bibliography;</li> <li>• identify and evaluate primary and secondary sources within the context of a specific research problem;</li> <li>• communicate their findings in an acceptable academic discourse, with consideration of ethical research issues.</li> </ul>		

3 September 2013.