

NORTH-WEST UNIVERSITY YUNIBESITI YA BOKONE-BOPHIRIMA NOORDWES-UNIVERSITEIT

## **POTCHEFSTROOM CAMPUS**

# THEOLOGY



UNDERGRADUATE AND POSTGRADUATE PROGRAMMES

# **CALENDAR 2016**

## 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: <u>http://www.puk.ac.za/jaarboek/index.html</u>.

**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 (ACTING)**

Prof Dr FP Viljoen (MA (Greek), ThD (PU vir CHO))

#### DIRECTORS OF SCHOOLS

#### SCHOOL OF ANCIENT LANGUAGE AND TEXT STUDIES

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

#### SCHOOL OF MINISTERS' TRAINING

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

#### SCHOOL OF BIBLICAL COUNSELLING AND CHURCH MINISTRY

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

#### SUBJECT GROUP CHAIRPERSONS

Ancient Languages:	Dr A Lamprecht (BA, Hons BA, MA, BTh, PhD (UVS))
Dogmatology:	Dr SP van der Walt (BCom, ThB, ThM, PhD (NWU))
Ecclesiology:	Prof Dr J Smit (BA, ThB, MTh, PhD (NWU))
Missiology:	Dr JJ Knoetze (BA, BD, DD (UP))
New Testament:	Prof Dr GJC Jordaan (ThB, MA, DLitt (PU vir CHO))
Old Testament:	Dr PC van der Walt (BA, UDK, ThM, PhD (PU vir CHO))
Practical Theology:	Prof Dr FP Kruger (BA, ThB, ThM, ThD (PU vir CHO))

#### **QUALIFICATION PROGRAMME LEADERS FOR 2016**

BA in Ancient Languages - Dr A Lamprecht - SALTS BA in Pastoral Counselling and Psychology - Dr H Yates - SBCCM BTh in Biblical Studies - Rev LH Moretsi - SBCCM BTh in Church Planting Rev LH Moretsi- SBCCM BTh in Church Ministry - Rev LH Moretsi - SBCCM BTh in Pastoral Counselling - Rev LH Moretsi - SBCCM BTh in Theological Fundamentals - Rev LH Moretsi - SBCCM BTh in Bible Languages Rev LH Moretsi - SBCCM BTh (Open) - Dr PM Theron - SBCCM Extended BTh - Rev LH Moretsi - SBCCM Hons BA in Theology - Dr PM Theron - SBCCM Hons BA in Ancient Languages - Dr A Lamprecht - SALTS Hons BTh - Prof Dr PP Krüger - SMT MDiv - Dr DF Muller - SMT MTh - Prof Dr HG Stoker - URT MA – Prof Dr HG Stoker – URT PhD – Prof Dr HG Stoker – URT

#### **QUALIFICATION PROGRAMME LEADERS FROM 2017**

BA in Ancient Languages - Dr A Lamprecht - SALTS BTh - Rev LH Moretsi - SBCCM BTh with specialization in Biblical Studies - Rev LH Moretsi - SBCCM BTh with specialization in Bible and Church Ministry – Rev LH Moretsi – SBCCM BTh with specialization in Music Ministry - Rev LH Moretsi - SBCCM BTh with specialization in Pastoral Counselling and Psychology - Vacant - SBCCM BTh with specialization in Bible Translation - Rev LH Moretsi - SBCCM BTh with specialization in Pentecostal Theology - Prof Dr M Nel - SBCCM (PK anchor: Rev LH Moretsi - SBCCM) BTh with specialization in Christian Ministry - Dr JJ Knoetze - Mafikeng Campus (PK anchor: Rev LH Moretsi - SBCCM) BDiv - Prof dr PP Krüger - SMT Hons BTh - Dr PM Theron - SBCCM Hons BA in Ancient Languages - Dr A Lamprecht - SALTS Post Graduate Diploma in Christian Theology - Dr DF Muller - SMT Post Graduate Diploma in Christian Theology and Ministry - Dr PC van der Walt - SMT MA - Prof Dr HG Stoker - URT MDiv - Vacant - SMT MTh - Prof Dr HG Stoker - URT PhD - Prof Dr HG Stoker - URT

MANAGER THEOLOGY OPEN LEARNING PROGRAMMES: Dr PM Theron UNIT FOR REFORMED THEOLOGY – RESEARCH DIRECTOR: Prof Dr FW de Wet MANAGER M- AND D-PROGRAMMES: Prof Dr HG Stoker ADMINISTRATIVE MANAGER: Mrs A Moerdyk MANAGER FINANCE AND HUMAN CAPITAL: Mrs SM Brazer QUALITY COORDINATOR: Dr A Lamprecht RESEARCH SUB PROGRAMME LEADERS

Bibliological Perspectives: Ecclesiological Perspectives: Ecumenical Perspectives on the Development of the Society: Missiological Perspectives: Moral Development of the South African Society: Practical Theological Perspectives:

Prof Dr FP Viljoen (MA (Greek), ThD (PU vir CHO)) Prof Dr J Smit (BA, ThB, MTh, PhD (NWU))

Dr DF Muller (Hons BA, ThB, MTh, PhD (NWU)) Dr IW Ferreira ((BA, ThM, D.Min (Westminster)) Prof Dr AL Rheeder (BA, ThD (PU vir CHO)) Prof Dr FP Kruger (BA, ThB, ThM, ThD (PU vir CHO))

## FOCUS AREA ANCIENT TEXTS: TEXT, CONTEXT AND RECEPTION – RESEARCH DIRECTOR: Vacant

#### **FACULTY BOARD**

Mrs SM Brazer Prof Dr FW de Wet Dr IW Ferreira Dr RS Hobyane Prof Dr PJ Jordaan Prof Dr FP Kruger Dr A Lamprecht Mrs HE Lombard Mrs A Moerdvk Dr DF Muller Dr AL Rheeder Dr JJ Steenkamp Dr PM Theron Dr SP van der Walt Prof Dr FP Viljoen Prof Dr C Wessels **TSA** Chairman

Prof Dr G Breed Prof Dr MR Dircksen Dr AA Genade Prof Dr GJC Jordaan Dr JJ Knoetze Prof Dr PP Krüger Mrs L Lemmer Mr CA Louw Rev LH Moretsi Rev TA Muswubi Prof Dr J Smit Prof Dr HG Stoker Dr PC van der Walt Prof Dr HJM van Deventer Prof Dr N Vorster Dr H Yates

#### CAMPUS SENATE: REPRESENTATIVES FROM THE FACULTY

Prof Dr G Breed Prof Dr FW de Wet Prof Dr MR Dircksen Dr AA Genade Rev LH Moretsi Prof Dr J Smit Prof Dr FP Viljoen

#### INSTITUTIONAL SENATE: REPRESENTATIVES FROM THE FACULTY

Prof Dr FP Viljoen Rev LH Moretsi Prof Dr FW de Wet Prof Dr G Breed

## 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 (<u>http://www.nwu.ac.za</u>), at: Potchefstroom Campus/Student life/Academic/A Rules. Printed copies are available from the Director: Academic Administration.

## T.1.3 WARNING AGAINST PLAGIARISM

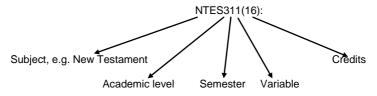
Assignments are individual tasks and not group activities (unless explicitly indicated as group activities). For further details see: http://www.puk.ac.za/beheer-bestuur/beleid-reels/index.html

## 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 SUB FRAMEWORK (HEQSF)

The National Qualification Framework (NQF), which includes the Higher Education Qualification Sub Framework (HEQSF) 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 8credit 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/E121consists 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

- 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 <u>must</u> 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. 018-285 2352, or at: Ami.duToit@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.

The BTh in Bible Languages (Candidates 1-3) and Hons BTh (Candidates 4) are availbale as contact programmes on the Potchefstroom Campus and as ODL Programmes (respectively probably from 2015 and 2018) at the Open Learning Centers of the NWU, as agreed with *Docenda* (cf T1.22 below).

## T.1.14 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.1.15 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.1.16 SOUTH AFRICAN SIGN LANGUAGE

# T.1.16.1 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 dew 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 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.1.16.2 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:

## T.1.17 OPEN DISTANCE LEARNING

Open learning is an approach which combines the principles of learnercenteredness, lifelong learning, flexibility provision, the removal of barriers to learning, accessibility to learning, the recognition of prior learning, the provision of learner support, the construction of learning programmes in the expectation that learners can succeed, e-learning and the maintenance of rigorous quality assurance.

The Unit for Open Distance Learning at the Potchefstroom Campus presents several distance programmes on behalf of the faculties at a number of open learning centres in Southern Africa. Distance learning programmes are offered on the following principles:

<sup>&</sup>lt;sup>1</sup> The official name of the language used by die Deaf community of South Africa, is "South African Sign Language", SASL

<sup>&</sup>lt;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

- 1. Students can register any time of the year.
- 2. Each programme has a minimum and maximum duration and the programme must be complete within this time frame.
- 3. Contact classes are mainly presented by means of interactive white boards, supported by facilitators. Lectures can also be followed on a personal computer if students have access to the Internet. All modules presented by means of interactive white boards are stored on the Internet for students to access at a later stage. Currently, BTh I and II are presented in this format, but from 2017 the whole BTh programme will be presented in this manner.
- 4. Students are supported by means of a Call Centre, social media (Facebook) and contact with lecturers and facilitators.
- Students have a number of assessment opportunities (examinations) during a study period and all modules can be written at each assessment opportunity.
- 6. Students do not have a second examination opportunity directly after the first attempt. If they fail the first attempt (e.g. June), they can write the failed module during the next examination opportunity (e.g. November). A valid participation mark will give the student access to two examination opportunities, where after a student must generate a new participation mark.
- 7. Students who have registered directly with the NWU, independent of an Open Learning Centre, can write their examinations at several examination centres nationally and internationally. Students who are registrered through an Open Learning Centre, write their examinations at the examination centre of the Open Learning Centre.

## T.1.18 EXAMINATION SUBMINIMUM, RATIO OF PARTICIPATION MARK AND EXAMINATION MARK

Module code	Participation Mark :	Participation Mark	Examination:
	Examination Mark	subminimum	Subminimum
ANTS671(30)	-	-	50%
ANTS672(8)	70:30	40%	45%
ARAB111(12)	70:30	40%	45%
ARAB121(12)	70:30	40%	45%
ARAB211(16)	70:30	40%	45%
ARAB221(16)	70:30	40%	45%
ARAB311(32)	70:30	40%	45%
ARAB321(32)	70:30	40%	45%
BARC211(16)	70:30	40%	45%
BARC221(16)	70:30	40%	45%
BIBB111(12)	70:30	40%	45%
BYBL111(8)	50:50	40%	45%
BYBL122(20)	70:30	40%	45%
BYBL212(16)	40:60	40%	45%
BYBL222(16)	60:40	40%	45%
BYBL312(20)	50:50	40%	45%
CANT311(8)	70:30	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%
EGYP111(12)	70:30	40%	45%
EGYP121(12)	70:30	40%	45%
ETIE121(8)	50:50	40%	45%
ETIE211(16)	50:50	40%	45%
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%
GRKS122(12)	70:30	40%	45%
GRKS211(16)	70:30	40%	45%
GRKS221(16)	50:50	40%	45%
GRKS312(8)	70:30	40%	45%
GRKS312(6)	70:30	40%	45%
GRKS313(10) GRKS322(8)	70:30	40%	45%
GRKS322(8) GRKS323(16)	70:30	40%	45%
UKNJJZJ(10)	70:30	40%	40%

	Participation Mark :	Participation Mark	Examination:
Module code	Examination Mark	subminimum	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%
GRKS122(12)	70:30	40%	45%
GRKS211(16)	70:30	40%	45%
GRKS221(16)	50:50	40%	45%
GRKS312(8)	70:30	40%	45%
GRKS313(16)	70:30	40%	45%
GRKS322(8)	70:30	40%	45%
GRKS323(16)	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)	50:50	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 :	Participation Mark	Examination:
	Examination Mark	subminimum	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%
LING211(16)	70:30	40%	45%
LITS221(16)	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)	50:50	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%
NTES821(8)	50:50	40%	45%
NTES875(16)	50:50	40%	45%

Module code	Participation Mark :	Participation Mark	Examination:
	Examination Mark	subminimum	subminimum
OTES111(8)	50:50	40%	45%
OTES121(16)	50:50	40%	45%
OTES211(16)	40:60	40%	45%
OTES221(16)	50:50	40%	45%
OTES311(16)	40:60	40%	45%
OTES321(16)	50:50	40%	45%
OTES322(8)	50:50	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%
SEMT122(12)	70:30	40%	45%
SEMT211(16)	70:30	40%	45%
SEMT221(16)	70:30	40%	45%
SEMT312(8)	70:30	40%	45%
SEMT313(16)	70:30	40%	45%
SEMT322(8)	70:30	40%	45%
SEMT323(16)	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%
TPTS321(12)	70:30	40%	45%

## T.1.19 PASS REQUIREMENTS OF A CURRICULUM

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

#### T.1.20 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:

Institution	Headquarters	Qualifications
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
<ol><li>Baptist Theological College</li></ol>	Randburg, South Africa	PhD
<ol> <li>Evangelical Bible College, Western Cape*</li> </ol>	Western Cape, South Africa	BTh, Hons BA
<ol><li>Instituto Biblico Protugues</li></ol>	Santo Antão do Tojal, Portugal	BTh, Hons BA, MA, PhD
<ol><li>Reformed Institute for Theological Training*</li></ol>	Kenia	BTh
7. Taberna Dei Academic	Polokwane, South Africa	BTh, Hons BA
8. Africa School of Missions	White Rivier, South Africa	BTh, Hons BA
9. Kaleideo Academy	Kempton Park, South Africa	BTh, Hons BA
10. St John's Anglican Seminary	Kitwe, Zambia	BTh, Hons BA
11. Docenda	Pretoria, South Africa	BTh, Hons BTh
12. Lifechange Training Centre*,	Lenasia South, South Africa	BTh, Hons BA
13. Full Gospel Church of God College	Irene, South Africa	BTh, Hons BA
14. Cape Town Biblical College	Parow, South Africa	BTh, Hons BA
15. Facolta Pentecostale di Scienze Religiose	Avenza, Italië	BTh, Hons BA
16. Lede in Christus	Polokwane, South Africa	BTh, Hons BA

\* Agreements currently (2015-06-03) in process of finalisation

# T.1.21 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:

Institution	Headquarters	Qualifications
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
<ol> <li>Dumisani Theological Institute and Bible School</li> </ol>	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)	Vila Ulónguè 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.Trinity College of Nigeria	Eket, Nigeria	BTh

## T.1.22 MANAGEMENT UNITS IN THE FACULTY

School	OE-Code	Programme
School of Ancient Language and Text Studies	1308	Programme BA in Ancient Languages Hons BA in Ancient Languages
School of Ministers' Training	1307	Programme BTh in Bible Languages Hons BTh MDiv
School of Biblical Counselling and Church Ministry	3109	Programme 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	Programme MA, MTh, PhD Research Sub Programmes Bibliological Perspectives Ecclesiological Perspectives Ecumenical Perspectives on the Development of the Society Missiological Perspectives Moral Development of the South African Society Practical Theological Perspectives

School	OE-Code	Programme
Focus Area for Ancient Texts: Text, Context and Reception	1310	Programme MA, MTh, PhD
		Research Sub Programmes Ancient Near Eastern languages, literatures and civilizations
		Languages, literatures and civilizations from Greco-Roman Antiquity
		Ancient Religious texts in Changing Contexts
		Bible translation / Translation of Ancient Texts

## T.1.23 QUALIFICATIONS, PROGRAMMES AND CURRICULA

## Abbreviations:

DM:	Delivery mode	F:	Full time
P:	Part time	CA:	Cooperation agreements
OL:	Open Learning		

	FIRST BACCALAUREUS DEGREES								
Qualification	Program	ne	Programme code	Curriculum code	Delivery mode	NQF- level			
Baccalaureus		storal Counselling and	100153	T302P	F	7			
Artium (BA)	Psycholog BA in Anc	ly ient Languages	100156	T301P	F	7			
Baccalaureus		lical Studies	341104	T301P	F, OL, CA	7			
Theologiae		urch Planting	341105	T301P	F	7			
(BTh)		urch Ministry	341106	T301P	F, OL, CA	7			
		storal Counselling	341107	T301P	F	7			
		eological Foundations	341108	T301P	F, OL, CA	7			
		le Languages	341109	T301P	F	7			
	BTh		341110	T301P	CA	7			
		HONOU	IRS DEGREES						
Qualification		Programme	Programme	Curriculum	Delivery	NQF-			
		-	code	code	Mode	level			
Honours Baccala	iureus	Theology	102145	T626P	F, P, OL,	8			
Artium (Hons BA	)				CA				
Honneurs Bacca	laureus		102184	T602P	F, P	8			
Artium in Ancient									
Languages (Hons BA									
(Ancient Languages)									
Honours Ba	ccalaureus	Hons BTh	342100	T624P	F, CA –	8			
Theologiae (Hon	s BTh)				GST				

		M DEG	REES			
Qualification	Programme and pro code	gramme	Curr code	iculum e	Delivery Mode	NQF- level
Magister Divinitatus (MDiv) A professional qualification in Christian Theology and Ministry	343100		T801I	Þ	F, CA – GST	9
Magister	Dogmatics	344102	T802	P	F, P, CA – GST	9
Theologiae	Ethics	344103	T803	P	F, P, CA – GST	9
(MTh)	Homiletics	344104	T804	P	F, P, CA – GST	9
Advanced	Catechetics	344105	T805	iΡ	F, P, CA – GST	9
research study in Christian Theology and Ministry	Church and Dogma History	344106			F, P, CA – GST	9
	Church Polity	344107	T807	Ρ	F, P, CA – GST	9
	Liturgics	344108	T808	IP	F, P, CA – GST	9
	Missiology	344109	T809	P	F, P, CA – GST	9
	New Testament	344110	T810	P	F, P, CA – GST	9
	Old Testament	344111	T811	Р	F, P, CA – GST	9
	Pastoral Studies	344112	T812	P	F, P, CA – GST	9
Magister Artium		Wit	th disser	tation (96 c	redits)	
(MA) Research study in	Dogmatics	103150	T813P	F, P, CA	- GST, CMI (CT), GWC, BISA	9
Christian Theology or Greek or	Ethics	103151	T814P		- GST, CMI (CT), GWC, BISA	9
Semitic Languages or Latin	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		- GST, CMI (CT), GWC, BISA	9
	Church and Dogma History	103155	T818P	F, P, CA	- GST, CMI (CT), GWC, BISA	9
	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

		M DEGI	REES		
Qualification	Programme and programme		Curriculum	Delivery Mode	NQF-
	code		code		level
			ini Dissertation		
	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		With Mini D		credits) (GWC only)	
Artium (MA)	Dogmatics	103150	T839P	CA - GWC	9
Research study in	Ethics	103151	T840P	CA - GWC	9
Christian Theology	Homiletics	103153	T841P	CA - GWC	9
	Church and Dogma	103155	T842P	CA - GWC	9
	History				
	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
		PHD DEC	GREES		
Qualification	Programme and		Curriculum	Delivery Mode	NQF-
	Programme code		code		level
Philosophiae	Dogmatics	307104	T901P	F, P, CA – GST	10
Doctor (PhD)	Ethics	307015	T902P	F, P, CA – GST	10
Specialist research	Greek	307106	T903P	F, P, CA – GST	10
study in Christian	Homiletics	307107	T904P	F, P, CA – GST	10
Theology or Greek	Catechetics	307108	T905P	F, P, CA – GST	10
or Semitic Languages or Latin	Church and Dogma History	307109	Т906Р	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 full time, and five years part time, 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

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

Contact students can sit twice maximum for examination in any module within twelve months following the initial date of registration for that module. Thesecond exam opportunity for contact students is immediately after the first opportunity. Distance students also have two exam opportunities for a module, but the second opportunity is six months after the first exam opportunity), after which time they will have to register anew for that module if they are still unsuccessful.

## T.2.7 BACCALAUREUS THEOLOGIAE IN BIBLICAL STUDIES

Programme code: 341104 DM: F, OL, CA Curriculur

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.2.7.1 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
- 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 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).

1.2.7.2 00mp	oantion				
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	DOGM311	16
SEMT113	16	HOML211	8	MISS312	8
NTES111	8	MISS211	8	NTES311	16
OTES111	8	NTES211	16	OTES311	16
AFLL111/ENLS111 <sup>2</sup>	12	OTES211	16	PHIL211	16
TEOL111	8				
AGLA/AGLE111 <sup>3</sup>					
Total 1st semester	68	Total 1st semester	64	Total 1st semester	72
Second semest	er	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
Total 2nd semester	60	Total 2nd semester	80	Total 2nd semester	68
TOTAL					412

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

<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 in corporate those modules in Sign Language in addition to his/her curriculum.

<sup>&</sup>lt;sup>2</sup> AFLL111/ENLS111 is only available on the Potchefstroom Campus, as contact module. Distance students register for KDGE312 in stead of AFLL111/ENLS111.

<sup>3</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)

## T.2.8 BACCALAUREUS THEOLOGIAE IN CHURCH PLANTING

Programme code: 341105

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 Missiology and Practical Theology. This programme articulates upwards to Honours BA in Theology.

## T.2.8.1 Programme Outcomes

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

- a) 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)
- c) integrate basic theoretical principles for various missionary situations in their own approach to church planting
- d) take the first step at a practical-theoretical level in the planning and implementation of a church-planting project.

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	KDGE211	16
SEMT113	16	HOML211	8	MISS311	16
NTES111	8	MISS211	8	PAST311	16
OTES111	8	NTES211	16	PHIL211	16
AFLL111/ENLS111	12	OTES211	16		
TEOL111	8	ATSN111	12		
AGLA/AGLE111 <sup>2</sup>					
Total 1st semester	68	Total 1st semester	76	Total 1st semester	64
Second semester	ſ	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				
Total 2nd semester	68	Total 2nd semester	76	Total 2nd semester	68
TOTAL					420

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

<sup>&</sup>lt;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 in corporate 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)

## T.2.9 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.2.9.1 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.

1.2.3.2 0011	Joannon				
Year level 1	Year level 1		Year level 2		
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
AFLL111/ENLS111 <sup>2</sup>	12	OTES211	16	KATE211	16
TEOL111	8				
AGLA/AGLE111 <sup>3</sup>					
Total 1st semester	68	Total 1st semester	64	Total 1st semester	72
Second semester	r	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				
Total 2nd semester	68	Total 2nd semester	64	Total 2nd semester	68
TOTAL					404

#### T.2.9.2 Composition<sup>1</sup>

<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 in corporate those modules in Sign Language in addition to his/her curriculum.

<sup>&</sup>lt;sup>2</sup> AFLL111/ENLS111 is only available on the Potchefstroom Campus, as contact module. Distance students register for KDGE312 in stead of AFLL111/ENLS111.

<sup>3</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)

## T.2.10 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.2.10.1 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
- 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.

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	AFLL211/ENLL211	16
SEMT113	16	ETIE211	16	PAST311	16
NTES111	8	MISS213	8	PHIL211	16
OTES111	8	NTES211	16	KATE211	16
AFLL111/ENLL111	12	OTES211	16		
TEOL111	8				
AGLA/AGLE111 <sup>2</sup>					
Total 1st semester	68	Total 1st semester	64	Total 1st semester	64
Second semester	ſ	Second semester		Second semester	
AGLA121/AGLE121	12	AFLL121/ENLL121	12	PAST321	16
NTES121	16	OTES221	16	PAST322	24
OTES121	16	NTES221	16		
PAST121	8	PHIL221	16		
ETIE121	8	PAST221	16		
Total 2nd semester	60	Total 2nd semester	76	Total 2nd semester	40
TOTAL					372

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

<sup>&</sup>lt;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 in corporate 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)

## T.2.11 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.2.11.1 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
- 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 or problem with a view to the systematisation of the revelation in the Bible, and evaluate existing dogmas on this basis

Year level 1		Year level 2	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	
AFLL111/ENLS111 <sup>2</sup>	12	KDGE211	16	PHIL211	16	
TEOL111	8					
AGLA/AGLE111 <sup>3</sup>						
Total 1st semester	68	Total 1st semester	64	Total 1st semester	80	
Second semester	ſ	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					
Total 2nd semester	68	Total 2nd semester	64	Total 2nd semester	68	
TOTAL					412	

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

<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 in corporate those modules in Sign Language in addition to his/her curriculum.

<sup>&</sup>lt;sup>2</sup> AFLL111/ENLS111 is only available on the Potchefstroom Campus, as contact module. Distance students register for LATN112 in stead of AFLL111/ENLS111.

<sup>3</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)

## T.2.12 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.2.12.1 Curriculum Outcomes

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

- a) 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
- b) read, philologically analyse and interpret the Hebrew/Aramaic Old Testament, Greek New Testament and other contemporary Greek writings, the Vulgate and other Latin writings
- c) function in a multicultural and international context
- d) register for Honours BTh or Honours BA (Bible Languages).

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
AFLL111/ENLS111	12	HOML211	8	KDGE312	12
TEOL111	8	KATE212	8	PHIL211	16
AGLA/AGLE111 <sup>3</sup>					
Total 1st semester	60	Total 1st semester	68	Total 1st semester	72
Second semester	r	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
Total 2nd semester	68	Total 2nd semester	60	Total 2nd semester	76
TOTAL					404

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

<sup>&</sup>lt;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 in corporate those modules in Sign Language in addition to his/her curriculum.

<sup>&</sup>lt;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 mothertongue speakers.

<sup>3</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)

## T.2.13 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.2.13.1 Programme Outcomes

- a) 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
- b) function in a multicultural and international context
- c) register for Honours BA Theology.

#### T.2.13.2 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	16	Select any 5 of these:		PHIL211	16
GRKS112	12	DOGM211 or	16		
		ETIE211 or	16		
		GRKS211 or	16		
		HOML211 or	8		
		KATE211 or	16		
		MISS211 or	8		
		NTES211 or	16		
		OTES211 or	16		
		PAST211 or	8		
		SEMT211	16		
SEMT113 or	16			Select any 3 of these:	-
SEMT112	12			GRKS312 or	8
				DOGM311 or	16
				ETIE311 or	16
				MISS311 or	16
				NTES311 or	16
				OTES 311 or	16
				PAST311 or	16
AGLA/AGLE111	12			SEMT312	8
	8				
NTES111	-				
OTES111	8				
AFLL111/ENLS111 <sup>1</sup>	12				
TEOL111	8				
Total 1st semester	Min: 72 Max: 80	Total 1st semester	Min:56 Max:80	Total 1st semester	Min: 48 Max: 64

AFLL111/ENLS111 is only available on the Potchefstroom Campus, as contact module. Distance students register for KDGE312 in stead of AFLL111/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	16	Select any 3 of these:		HERM322	12
OTES121	16	DOGM221 or	16		
		GRKS221 or	16		
		MISS221 or	16		
		NTES221 or	16		
		OTES221 or	16		
		SEMT221	16		
KDGE121	8			Select any 3 of these:	
				GRKS322 or	8
				KDGE221 or	16
				LITK221 or	16
				MISS321 or	16
				NTES321 or	16
				OTES321 or	16
				PAST321 or	16
				SEMT322	8
SEMT121 or NTES121	16				
ETIE121	8				
PAST121	8				
Total 2nd semester	68	Total 2nd semester	64	Total 2nd semester	Min: 56 Max: 72
TOTAL				Min: 360 Max: 424	

# T.2.13.3 Composition of the BTh curriculum for students who wish to enter ordained ministry in the AFM (cf also T.1.14 above)

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				
Total 1st semester	80	Total 1st semester	72	Total 1st semester	80
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				
Total 2nd semester	68	Total 2nd semester	64	Total 2nd semester	68
TOTAL 432					

# T.3 RULES FOR THE DEGREE BACCALAUREUS ARTIUM IN ANCIENT LANGUAGES (BA (ANCIENT LANGUAGES))

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

The BA in Ancient Languages is an NQF-level 7 qualification with 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 period is four years, provided that students may apply for an extension of the period.

# T.3.3 ARTICULATION AND EXIT POINTS

# T.3.3.1 Articulation for further study

The successful acquisition of a Bachelor of Arts degree provides entrance to Honours BA in Ancient Languages or in related specialist fields such as Theology, Languages or Law.

# T.3.4 EXAMINATION (SEE A.2.4)

## T.3.4.1 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.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 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.1.19.

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 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.3.4.6 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.3.4.7 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.3.5 RULES FOR THE DEGREE BACCALAUREUS ARTIUM IN ANCIENT LANGUAGES (BA (ANCIENT LANGUAGES)

Programme code: 100156 DM: F

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

## T.3.5.1 Programme Outcomes

Students who obtain BA in Ancient Languages are able to work mostly independently with relation to the following:

- Acquiring fundamental knowledge of a limited number of ancient texts in their original script;
- b) Developing fundamental knowledge of a limited spectrum of themes and topics relating to ancient times;
- c) Evaluating various methods, including historical debate, textual and literary analysis and philosophical discourse;
- Acquiring knowledge of the material impact of the ancient world on later eras and the interrelationship between the interpretation of the ancient past and its influences.

## T.3.5.2 Composition: BA in Ancient Languages

## T.3.5.2.1 BA in Ancient Languages with specialization in Translation Studies

Curriculum code: T301P

Year level 1		Year level 2		Year level 3	
First semester		First semeste	er	First semester	
Module code	Cr	Module code	Cr	Module code	Cr
Compulsory modules		Compulsory modules		Compulsory modules	
LPRA111	12	LPRA211	16	LPRA311 or LPRA312	16
BIBB111	12	LING211	16	CANT311	8
Select any 2 of the following modules		Select any 2 of the following modules		Select from the following modules	
LATN112		LATN211		LATN311 or	24
SEMT112	12	SEMT211	16	SEMT313 and	16
GRKS112		GRKS211		GRKS313	16
Total 1st semester	48	Total 1st semester	64	Total 1st semester	48 or 56
Second semester		Second semes	ter	Second semester	
Compulsory modules		Compulsory modules		Compulsory modules	
AGLA/AGLE121	12	LPRA222	16	LPRA323	16
LPRA121	12	LITS221	16	LPRA324	16
		WVCS221	12	TPTS321	12
Select any 2 of the		Select out of the		Kies uit die volgende	
following modules		following modules		taalmodule/s	
LATN122		LATN221 or	24	LATN321 or	32
SEMT122	12	GRKS221 and	16	GRKS323 and	16
GRKS122		SEMT221	SEMT221 16		16
Total 2nd semester	48	Total 2nd semester	60 or 76	Total 2nd semester	76
Total Year level 1	96	Total Year level 2	124 or 140	Total Year level 3	124 or 132
		Total credits: 3	44 or 368		

# T.3.5.2.2 BA in Ancient Languages With specialization in Classical Studies

Year level 1		Year level 2	2	Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
Compulsory modules		Compulsory modules			
LATN112	12	LATN211	16	LATN311 or	24
GRKS112	12	GRKS211	16	GRKS313 and	16
AKLR112	12	AKLR211	16	AKLR311	16
Select at least 1		Select at least 1		Of Select at least 1	
ENLL111		ENLL211		ENLL311	
FREN111	12	FREN211	16	FREN311	32
GERM111		GERM211		GERM311	
Or any 12 cr module from		Or any 16 cr module		Or any 32 cr module from	
Humanities		from Humanities		Humanities	
Total 1st semester 48		Total 1st semester	64	Total 1st semester	56 of 64
Second semester	1	Second semes		Second semester	
AGLA/AGLE121	12	WVCS221	12	Select a total of 64 credits	
Select a minimum of 2		AKLR221	12	LATN321	32
LATN122		Compulsory modules		GRKS323	16
GRKS122	12	LATN221	24	AKLR321	16
AKLR122		GRKS221	16		
And select at least 1		And select at least 1		And/or select at least 1	
ENLL121		ENLL221		ENLL321	
FREN121	12	FREN221	16	FREN321	32
GERM121		GERM221		GERM321	]
Or any 12 cr module from		Or any 16 cr module		Or any 32 cr module from	
Humanities		from Humanities		Humanities	
Total 2nd semester	48	Total 2nd semester	80	Total 2nd semester	64
Total Year level 1	96	Total Year level 2	144	Total Year level 3	120 or 128
		Total credits: 3	60 or 368		

Curriculum code: T302P

# T.3.5.2.2.1 BA in Ancient Languages with specialization in Ancient Near Eastern Studies

## Curriculum code: T303P

Year level 1		Year level 2		Year level 3	
First semester	First semester		First semester		
Module code	Cr	Module code	Cr	Module code	Cr
SEMT112	12	SEMT211	16	SEMT313	16
ARAB111	12	ARAB211	16	ARAB311	32
AKLR112	12	AKLR211	16	AKLR311	16
EGYP111	12	BARC211	16		
Total 1st semester 48		Total 1st semester	64	Total 1st semester	64
Second semester		Second semester		Second semester	
AGLA/AGLE121	12	WVCS221	12	SEMT323	16
SEMT122	12	SEMT221	16	ARAB321	32
ARAB121	12	ARAB221	16	AKLR321	16
EGYP121	12	AKLR221	12		
		BARC221	16		
Total 2nd semester	48	Total 2nd semester	72	Total 2nd semester	64
Total Year level 1	Il Year level 1 96		136	Total Year level 3	128
Total credits: 360					

# T.4 RULES FOR THE DEGREE BACCALAUREUS ARTIUM IN PASTORAL COUNSELLING AND PSYCHOLOGY (BA PCP)

# T.4.1 NQF-LEVEL, AND NUMBER OF CREDITS AT THE VARIOUS LEVELS

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

# T.4.2 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.4.3 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.4.4 EXAMINATION (SEE A.2.4)

## T.4.4.1 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.4.4.2 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.4.4.3 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.4.4.4 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.4.4.5 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.4.4.6 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.4.5 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.4.5.1 Programme Outcomes

- a) Students will develop understanding of the development and functioning of people in a diverse social context;
- b) 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;
- c) Students will be able to apply the above-mentioned knowledge in counselling so as to optimise the functioning of people.

## T.4.5.2 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	AFLL211/ENLL211	16	BYBL312	20
AFLL111/ENLL111	12	BYBL212	16	PAST311	16
PSYC111	12	PAST211	8	PSYC311	16
AGLA/AGLE111 <sup>2</sup>		PSYC211	16	PSYC312	16
		PSYC212	16		
Total 1st semester	32	Total 1st semester	72	Total 1st semester	68
Second semester	r	Second semester		Second semester	
AGLA/AGLE121	12	AFLL222/ENLL221	16	PAST321	16
PSYC121	12	BYBL222	16	PAST322	24
BYBL122	20	PAST221	16	PSYC321	16
AFLL121/ENLL121	12	PSYC221	16	PSYC322	16
PAST121	8	WVCS221	12		
Total 2nd semester	64	Total 2nd semester	76	Total 2nd semester	72
TOTAL					384

<sup>&</sup>lt;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 in corporate 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)

# T.5 LATIN

# T.5.1 UNDERGRADUATE

## T.5.1.1 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.5.1.2 List of Modules

Subject code	Descriptive name	Cr	Expected learning requirement / reference
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.6 RULES FOR THE DEGREE HONOURS BACCALAUREUS ARTIUM (HONS BA)

# T.6.1 HONOURS BACCALAUREUS ARTIUM THEOLOGY (HONS BA THEOLOGY)

## T.6.1.1 NQF-level and Number of Credits

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

## T.6.1.2 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.6.1.3 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. 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.6.1.4 Articulation possibilities with related qualifications

## T.6.1.4.1 Articulation for further study

Honours BA Theology can provide admission to MA.

## T.6.1.4.2 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.6.1.5 Exit Point

None.

## T.6.1.6 Examination (see A.3.4)

## T.6.1.6.1 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.6.1.6.2 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.6.1.6.3 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.6.1.6.4 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.6.1.6.5 Pass with distinction (See A-Rule 2.5.2)

A qualification with distinction is obtained when a student completes the degree within the minimum period and scores an average of 75% in all the prescribed modules. The weight of the mark for each module is relative to the credit value of the particular module. In the calculation of the average, modules which were completed at other institutions and are recognised as such by the NWU are processed in the same manner.

## T.6.1.6.6 Repetition of Modules

A student may take advantage of a second examination opportunity in any of the modules of the curriculum. The second opportunity for contact students occurs directly after the examination. The second opportunity for the distance students occurs during the examination session of the next semester. For instance, someone who fails a module in June can have a second chance in the November examinations, while someone who fails a module in November can have a second chance in June of the following year.

# T.6.1.6.7 Programme code: 102145 DM: F, P, OL, CA Curriculum code: T626P

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

Hons BA (Theology) 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.6.1.7 Programme Outcomes

Students should be able, on the basis of intermediate 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 an MA in Theology

# T.6.1.8 Composition

Programme code: 1	02145	Curriculum code: T626P		
First semester		Second semester		
Module code	Cr	Module code	Cr	
Compulsory modules		Compulsory modules		
OTES674	20	NTES673	20	
DOGM672	16	TEOL671	32	
TNAV671	8			
Electives (Select any 2 modules)		Electives (Select one of the following modules)		
PAST671	16	LITK671	16	
ETIE672	16	MISS672	16	
KDGE672	16	KERG672 (Only CA)	16	
		KATE672 (Only CA)	16	
Total 1st semester	6	Total 2nd semester	68	
TOTAL			144	

## T.6.1.9 Composition of the Hons BA curriculum for students who wish to enter ordained ministry in the AFM

Programme code: 102145		Curriculum code: T626P	
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		
Total 1st semester	76	Total 2nd semester	68
TOTAL			144

## T.6.1.10 George Whitefield College Programme code: 102140

# Curriculum code: T613P

## T.6.1.10.1 Composition

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

## T.6.1.11 Greenwich School of Theology Programme code: 102140

## Curriculum code: T622P

# T.6.1.11.1 Composition

•••	•••••	mpeenen			
	MODULE CODE				CR
	COMPULSORY N	IODULES:			
	NTES611				16
	OTES611				16
	TEOL673				48
	ELECTIVES:				
	Six (6) modules (8	3 credits each) chosen	from:		6x8
	DOGM611	ETIE621	HOML611	HOML621	
	KATE621	KDGE611	KERG611	LITK611	
	MISS621	NTES621	OTES621	PAST621	

# T.6.2 BACHELOR OF ARTS HONOURS IN ANCIENT LANGUAGES (BA HONS (ANCIENT LANGUAGES))

## T.6.2.1 NQF-level and Number of Credits

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

## T.6.2.2 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.6.2.3 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.6.2.4 Articulation Possibilities with Related Qualifications

# T.6.2.4.1 Articulation for Further Study

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

## T.6.2.4.2 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.6.2.5 Exit point

None.

## T.6.2.6 Examination (see A.3.4)

## T.6.2.6.1 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.6.2.6.2 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.6.2.6.3 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.6.2.6.4 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.6.2.6.5 Pass with distinction (See A-Rule 2.5.2)

A qualification with distinction is obtained when a student completes the degree within the minimum period and scores an average of 75% in all the prescribed modules. The weight of the mark for each module is relative to the credit value of the particular module. In the calculation of the average, modules which were completed at other institutions and are recognised as such by the NWU are processed in the same manner.

## T.6.2.6.6 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.6.2.6.7 Programme code: 102184 DM: F, P Curriculum code: T601P

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

# T.6.2.6.8 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.6.2.7 Composition

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

# T.7 RULES FOR THE DEGREE HONOURS BACCALAUREUS THEOLOGIAE (HONS BTH)

# T.7.1 NQF-LEVEL AND NUMBER OF CREDITS

Hons BTh 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. 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.7.4 ARTICULATION POSSIBILITIES

# T.7.4.1.1 Articulation for further study

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

## T.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. Honours BTh 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, assignments 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 components.

## T.7.5.4.1 Pass with distinction (See A-Rule 2.5.2)

A qualification with distinction is obtained when a student completes the degree within the minimum period and scores an average of 75% in all the prescribed modules. The weight of the mark for each module is relative to the credit value of the particular module. In the calculation of the average, modules which were completed at other institutions and are recognised as such by the NWU are processed in the same manner.

## 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.7.5.6 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.7.5.7 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.7.5.8 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		
Total 1st semester	72	Total 2nd semester	64
TOTAL			136

# T.8 RULES FOR THE DEGREE MAGISTER DIVINITATIS (MDIV)

# T.8.1 NQF-LEVEL AND NUMBER OF CREDITS

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

# T.8.2 DURATION OF STUDY

The duration of the study is one year full time.

# 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. 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.8.4 ARTICULATION POSSIBILITIES

# T.8.4.1 Articulation for Further Study

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

## T.8.4.2 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.8.4.3 Exit Point

None. MDiv is a one-year degree.

# T.8.5 EXAMINATION (SEE A.3.4)

## T.8.5.1 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.8.5.2 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.8.5.3 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.8.5.4 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.8.5.4.1 Pass with distinction (See A-Rule 2.5.2)

A qualification with distinction is obtained when a student completes the degree within the minimum period and scores an average of 75% in all the prescribed modules. The weight of the mark for each module is relative to the credit value of the particular module. In the calculation of the average, modules which were completed at other institutions and are recognised as such by the NWU are processed in the same manner.

## T.8.5.5 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.8.5.6 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:

- a) 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
- b) write a scientific assignment/article in sound academic
- c) function in a multicultural and international context
- d) register for MTh or MA.

## T.8.5.7 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
Total 1st semester	64	Total 1st semester	64
TOTAL			128

# T.9 RULES FOR THE DEGREE MAGISTER THEOLOGIAE (MTH)

# T.9.1 NQF-LEVEL AND NUMBER OF CREDITS

MTh 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.

# 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. In addition to these general requirements, the following apply:

- T.9.3.1 MDiv or equivalent qualification with an average of 65%.
- T.9.3.2 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.9.3.3 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.9.3.4 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.9.4 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.9.5 ARTICULATION POSSIBILITIES

## T.9.5.1 Articulation for Further Study

MTh provides admission to PhD.

## T.9.5.2 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.9.5.3 Exit Point

None.

## T.9.6 EXAMINATION (SEE A.4.4)

## T.9.6.1 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.9.6.2 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 writina and finishina 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.9.6.3 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.9.6.3.1 Pass with distinction (See A-Rule 2.5.2)

A qualification with distinction is obtained when a student completes the degree within the minimum period and scores an average of 75% in all the prescribed modules. The weight of the mark for each module is relative to the credit value of the particular module. In the calculation of the average, modules which were completed at other institutions and are recognised as such by the NWU are processed in the same manner.

CURRICULUM	CURRICULUM	PROGRAMME	COMPULSORY	SPECIALIST	MINI DISSER-
	CODE	CODE	MODULES	SUBJECT	TATION
			64 credits	16 Credits	48 credits
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	T806P	344106	Compulsory modules	KDGE874	KDGE873
History					
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

## T.9.6.4 Curricula and Curriculum Codes

## T.9.6.5 Delivery mode: 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.9.6.6 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.9.6.7 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.9.6.8 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		
Total 1st semester	56	Total 1st semester	72
TOTAL			128

## T.9.6.9 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	
Total 1st semester	64	Total 2nd semester	64	
TOTAL			128	

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

# T.10 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.10.1 NQF-LEVEL AND NUMBER OF CREDITS

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

# T.10.2 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.10.3 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. In addition to these general requirements, the following apply:

- T.10.3.1 Admission requirements: Minimum of 65% for the preceding qualification.
- T.10.3.2 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.10.3.3 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.10.3.4 Together with the application form and other relevant documents, students must submit a preliminary "research motivation" 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.10.3.5 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 motivation" as mentioned above.
- T.10.3.6 A module in research methodology may also be prescribed.

# T.10.4 ARTICULATION POSSIBILITIES

T.10.4.1 Articulation for further study

MA provides admission to PhD.

## T.10.4.2 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.10.4.3 Exit Point

None.

# T.10.5 EXAMINATION (SEE A.4.4)

## T.10.5.1 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.10.5.2 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.10.5.3 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.10.5.4 Pass with distinction (See A-Rule 2.5.2)

A qualification with distinction is obtained when a student completes the degree within the minimum period and scores an average of 75% in all the prescribed modules. The weight of the mark for each module is relative to the credit value of the particular module. In the calculation of the average, modules which were completed at other institutions and are recognised as such by the NWU are processed in the same manner.

## T.10.5.5 Delivery mode: 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.10.5.6 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.10.5.7 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.10.5.8 MA WITH DISSERTATION

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

T.10.5.8.1 Curriculum Codes and Modules

CURRICULUM	CURRICULUM	PROGRAMME	SPECIALIST SUBJECT	DISSERTATION
	CODE	CODE	32 Credits	96 credits
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.10.5.9 MA WITH MINI DISSERTATION (some open learning centres)

T.10.5.9.1	Curriculum	Codes	and Modules	

CURRICULUM	CURRICULUM CODE	PROGRAMME CODE	SPECIALIST- SUBJECT 32 Credits	MINI DIS- SERTATION 48 credits	ELECTIVES 48 credits
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.10.5.10 Composition

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

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

Module	Descriptive name	Cr
code		
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	Extrablibical 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	nterpretation of the Writings: Chronicles, Ezra, Nehemiah, Ruth, Esther and Daniel.	8
OTES875	Interpretation of the Writings: Poetic and Wisdom Literature, the Old Testament:	16
	Fundamental Reflection and Special Themes	

# T.10.6 COMPOSITION OF CURRICULA FOR GEORGE WHITEFIELD COLLEGE

# T.10.6.1 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.10.6.2 Composition

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

- a) Mini Dissertation (48 credits)
- b) 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.10.7 MAGISTER ARTIUM – LATIN

Programme code: 103163 DM: F, P Curriculum code: T847P

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

# T.10.7.1 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. In addition to these general requirements, the following apply:

- T.10.7.1.1 Hons BA degree in Latin or an equivalent qualification.
- T.10.7.1.2 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.10.7.1.3 Together with the application form and other relevant documents, students must submit a preliminary "research motivation" 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.10.7.1.4 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 motivation" as mentioned above.
- T.10.7.1.5 A module in research methodology may also be prescribed.

## T.10.7.2 Articulation

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

## T.10.7.3 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 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. 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 motivation" 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 motivation" as mentioned above.
- T.11.3.4 A module in research methodology may also be prescribed.

## T.11.3.5 Articulation possibilities

## T.11.3.5.1 Articulation for Further Study

None.

## T.11.3.5.2 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.11.3.5.3 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.11.4.5 Delivery mode: 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.11.4.6 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.

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.11.4.7 Composition

# T.11.4.8 PHILOSOPHIAE DOCTOR — LATIN

Programme code: 307117 DM: F, P

Curriculum code: T914P

#### T.11.4.9 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. In addition to these general requirements, the following apply:

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

## T.11.4.10 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/	Module
	Research Sub Programme	Code
School of Ancient Language and Text Studies	Greek	ANTS671
School of Ancient Language and Text Studies	Greek	ANTS672
School of Ancient Language and Text Studies	Semitic Languages	ARAB111
School of Ancient Language and Text Studies	Semitic Languages	ARAB121
School of Ancient Language and Text Studies	Semitic Languages	ARAB211
School of Ancient Language and Text Studies	Semitic Languages	ARAB221
School of Ancient Language and Text Studies	Semitic Languages	ARAB311
School of Ancient Language and Text Studies	Semitic Languages	ARAB321
School of Ancient Language and Text Studies	Semitic Languages	BARC211
School of Ancient Language and Text Studies	Semitic Languages	BARC221
School of Ancient Language and Text Studies	Semitic Languages	BIBB111
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 Ancient Language and Text Studies	Semitic Languages	CANT311
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 Ancient Language and Text Studies	Semitic Languages	EGYP111
School of Ancient Language and Text Studies	Semitic Languages	EGYP121
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 onition Reformed Theology	moral renewal of society	

Management Units	Subject Group/ Research Sub Programme	Module Code
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	GRKS122
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	GRKS313
School of Ancient Language and Text Studies	Greek	GRKS322
School of Ancient Language and Text Studies	Greek	GRKS323
School of Ancient Language and Text Studies	Greek	GRKS611
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
Focus Area for Ancient Texts: Text, Context and Reception	Ancient Text Studies	GRKS872
Focus Area for Ancient Texts: Text, Context and Reception	Ancient Text Studies	GRKS873
Focus Area for Ancient Texts: Text, Context and Reception	Ancient Text Studies	GRKS876
Focus Area for Ancient Texts: Text, Context and Reception	Ancient Text Studies	GRKS991
Focus Area for Ancient Texts: Text, Context and Reception	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

Management Units	Subject Group/ Research Sub Programme	Module Code
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	KDGE312 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
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
Focus Area for Ancient Texts: Text, Context and Reception	Ancient Text Studies	LATN871
Focus Area for Ancient Texts: Text, Context and Reception	Ancient Text Studies	LATN971
School of Ancient Language and Text Studies	Semitic Languages	LING211
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

Management Units	Subject Group/ Research Sub Programme	Module Code
School of Biblical Counselling and Church Ministry	Practical Theology	LITK876
Research Unit for Reformed Theology	Practical-theological Perspectives	LITK070
Research Unit for Reformed Theology	Practical-theological Perspectives	LITK994
School of Ancient Language and Text Studies	Semitic Languages	LITS211
School of Ministers' Training	Missiology	MISS211
School of Biblical Counselling and Church Ministry	Missiology	MISS213
School of Biblical Counselling and Church Ministry	Missiology	MISS2213
School of Biblical Counselling and Church Ministry	Missiology	MISS221
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
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	Missiological Terspectives	MISS874
School of Ministers' Training	Missiology	MISS875
School of Biblical Counselling and Church Ministry	Missiology	MISS876
Research Unit for Reformed Theology	Missiology 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	NTES211
School of Biblical Counselling and Church Ministry	New Testament	NTES221
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 Perspectives	NTES872
Research Unit for Reformed Theology	Bibliological 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 Perspectives	NTES991
Research Unit for Reformed Theology	Bibliological 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	0TES221
School of Biblical Counselling and Church Ministry	Old Testament	OTES311
School of Biblical Counselling and Church Ministry	Old Testament	0TES321
School of Ministers' Training	Old Testament	OTES322

Management Units	Subject Group/	Module
	Research Sub Programme	Code
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 Perspectives	OTES872
Research Unit for Reformed Theology	Bibliological Perspectives Old Testament	OTES873
School of Biblical Counselling and Church Ministry School of Ministers' Training	Old Testament	OTES874 OTES875
School of Biblical Counselling and Church Ministry	Old Testament	OTES875 OTES876
Research Unit for Reformed Theology	Bibliological Perspectives	OTES876 OTES991
Research Unit for Reformed Theology	Bibliological Perspectives	OTES991 OTES994
School of Ministers' Training	Practical Theology	PAST121
School of Biblical Counselling and Church Ministry	Practical Theology	PAST121 PAST211
School of Biblical Courselling and Church Ministry	Practical Theology	PAST211 PAST221
School of Biblical Counselling and Church Ministry	Practical Theology	PAST221
School of Biblical Counselling and Church Ministry	Practical Theology	PAST321
School of Biblical Courselling 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	SEMT122
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	SEMT313
School of Ancient Language and Text Studies	Semitic Languages	SEMT322
School of Ancient Language and Text Studies	Semitic Languages	SEMT323
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

Management Units	Subject Group/ Research Sub Programme	Module Code
School of Ancient Language and Text Studies	Semitic Languages	SEMT677
School of Ancient Language and Text Studies	Semitic Languages	SEMT678
Focus Area for Ancient Texts: Text, Context and Reception	Ancient Text Studies	SEMT872
Focus Area for Ancient Texts: Text, Context and Reception	Ancient Text Studies	SEMT873
Focus Area for Ancient Texts: Text, Context and Reception	Semitic Languages	SEMT876
Focus Area for Ancient Texts: Text, Context and Reception	Ancient Text Studies	SEMT991
Focus Area for Ancient Texts: Text, Context and Reception	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 8 research sub	TEOL671
	programmes	
Research Unit for Reformed Theology	One of the 8 research sub	TEOL673
	programmes	
School of Biblical Counselling and Church Ministry	Dogmatology	TNAV671
S0chool of Ancient Language and Text Studies	Semitic Languages	TPTS321

1.13			
Module	Descriptive name	Module	Cr
code		Requirements	
AFLL111	Afrikaans: Taal sonder grense	-	12
AFLL121	Afrikaanse en Nederlandse Taal- en Literatuurstudie: Die	AFLL111	12
	wetenskaplike proses		
AFLL211	Afrikaans en Nederlands: Raamwerke vir Taal- en	AFLL121	16
4511.000	Literatuurstudie		
AFLL222	Afrikaans en Nederlands: Taal- en Literêre Handelinge	AFLL211	16
AGLA111	Inleiding tot Akademiese Geletterdheid		12
AGLA121	Akademiese Geletterdheid	AGLA111	12
AGLE111	Introduction to Academic Literacy		12
AGLE121	Academic Literacy	AGLE111	12
AKLR112	Old Near East and Greece	-	12
AKLR122	Ancient Rome and other cultures	-	12
AKLR211	Ancient Culture: Mythology	-	16
AKLR221	Ancient Culture: History of Arts	-	12
AKLR311	Ancient Culture: Literature	-	16
AKLR321	Ancient Culture: Research	-	16
ANTS671	Ancient Languages Mini Dissertation	GRKS323 or	30
		SEMT323 or	
	Tautus Mathadala matan Anglant Languaga	LATN321	0
ANTS672	Textual Methodology for Ancient Languages	GRKS323 or	8
		SEMT323 or	
	Arabia Crammar I	LATN321	12
ARAB111 ARAB121	Arabic Grammar I	- A D A D 1 1 1	12
ARAB121 ARAB211	Arabic Grammar II Arabic Grammar III	ARAB111 ARAB121	12
ARAB211 ARAB221	Arabic Grammar IV	ARAB121 ARAB211	16
ARAB221 ARAB311	Arabic Grammar V	ARAB211 ARAB221	32
ARAB311 ARAB321	Arabic Grammar VI	ARAB221 ARAB311	32
ATSN111	Basic Tswana Structures	AKADJII	12
ATSN111 ATSN121	Tswana Grammatical Structures	- ATSN111	12
BARC211	Biblical Archaeology I	ATSINTT	12
BARC211 BARC221	Biblical Archaeology I	-	16
BBTL671	Bible Languages Research Methodology	-	16
BBTL672	Linguistics and Literature Study for Bible Languages	-	16
BBTL673	Introduction to Bible Translation Study	-	24
BIBB111	Biblical Background studies	-	12
BYBL111	Introduction to the Bible and its World	-	8
BYBL122	New Testament: Introduction to Interpretation; the Gospels in	BYBL111	20
DIDLIZZ	Pastoral Counselling	DIDLIII	20
BYBL212	Old Testament: Introduction to Interpretation of the Old	BYBL111	16
DIDLZIZ	Testament; Narrative and Judicial Texts; Pentateuch	DIDLIII	10
BYBL222	New Testament: Revelation of the Kingdom; Thematic overview	BYBL122	16
	of the New Testament Books	0102122	10
BYBL312	Prophetic, Poetic and Wisdom Literature	BYBL212	20
CANT311	Cultural Anthropology	-	8
DOGM211	Dogmatics: From the Doctrine of Scripture to the Doctrine of Sin	-	16
DOGM211 DOGM221	Dogmatics: Christology to Eschatology	-	16
DOGM221 DOGM311	Dogmatics: Modern Theologians and their Value for the Ministry	TEOL111	16
DOGM311 DOGM321	Dogmatics: The Institution of Calvin	TEOL111	8
DOGM521 DOGM611	Doctrine of Scripture to the Doctrine of Sin	-	8
DODIVIOTI		-	U

# T.13 LIST OF MODULES

Module code	Descriptive name	Module Requirements	Cr
DOGM672	Fundamentals of Dogmatics, Doctrine of Scripture to the Doctrine of Sin, Christology to Eschatology	-	16
DOGM811	Christology to Eschatology	-	8
DOGM821	Theologians and their Value for Practical Ministry	-	8
DOGM872	Dogmatics: Dissertation	-	96
DOGM873	Dogmatics: Mini Dissertation	-	48
DOGM874	Perspectives on Dogmatics	-	16
DOGM876	Perspectives on Dogmatics	-	32
DOGM991	Dogmatics: Thesis	-	224
DOGM994	Perspectives on Dogmatics	-	32
EGYP111	Egyptian I	-	12
EGYP121	Egyptian II	-	12
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) and applied linguistics	ENLL211	16
ENLL311	Key periods in literature, historical linguistics and stylistics	ENLL221	32
ENLL321	South Africa and the world: Postmodern and contemporary	ENLL311	32
	literature, sociolinguistics and advanced linguistics analysis		
ENLS111	English for Specific Purposes	-	12
ETIE121	Fundamentals of Ethics	-	8
ETIE211	Human Rights	ETIE121	16
ETIE311	Relevant Ethical Themes	ETIE211	16
ETIE621	Human Rights	-	8
ETIE672	Human Rights	-	16
ETIE821	Ethical Issues in the Current South African Context	-	8
ETIE872	Ethics: Dissertation	-	96
ETIE873	Ethics: Mini Dissertation	-	48
ETIE874	Perspectives on Ethics	-	16
ETIE875	Ethical Issues in the current South African Context	-	8
ETIE876	Perspectives on Ethics	-	32
ETIE991	Ethics: Thesis	-	224
ETIE994	Perspectives on Ethics	-	32
FREN111	French for beginners 1	-	12
FREN121	French for beginners 2	FREN111	12
FREN211	French intermediary 1	FREN121	16
FREN221	French intermediary 2	FREN211	16
FREN311	French advanced 1	FREN221	32
FREN321	French advanced 2	FREN311	32
GERM111	Elementary German 1	-	12
GERM121	Elementary German 2	GERM111	12
GERM121	Elementary German 2	GERM111	12
GERM211	German intermediary 1	GERM121	16
GERM221	German intermediary 2	GERM211	16
GERM311	German advanced 1	GERM221	32
GERM321	German advanced 2	GERM311	32
GRKS112	Greek Grammar I	-	12
GRKS113	Greek Language Competence	-	16
GRKS121	Greek Grammar II	GRKS112	16
GRKS122	Greek Grammar II and Linguistic Skill	GRKS112	12

Module code	Descriptive name	Module Requirements	Cr
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
GRKS313	Greek Translation and Textual Analysis	GRKS221	16
GRKS322	Greek Translation and Textual Analysis	GRKS312	8
GRKS323	Greek Translation and Textual Analysis	GRKS313	16
GRKS611	Greek translation and analysis of simple texts	-	8
GRKS621	Greek translation and analysis of more complex texts	GRKS611	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
GRKS872	Greek: Dissertation	-	96
GRKS876	Perspectives on Greek	-	32
GRKS991	Greek: Thesis	-	224
GRKS994	Perspectives on Greek	-	32
HERM322	Introduction to Theological Hermeneutics	GRKS112/3, NTES111,	12
-	<b>u</b>	OTES111, SEMT112/3	
HERM875	Advanced Theological Hermeneutics	-	8
HOML211	Scriptural Fundamentals of Homiletics	-	8
HOML611	Principles and Practice of Preaching	-	8
HOML622	Creative Preaching and Practical Class Sermons (Preaching Classes)	HOML611	8
HOML821	Applied Homiletics	-	8
HOML872	Homiletics: Dissertation	-	96
HOML873	Homiletics: Mini Dissertation	-	48
HOML874	Perspectives on Homiletics	-	16
HOML876	Perspectives on Homiletics	-	32
HOML991	Homiletics: Thesis	-	224
HOML994	Perspectives on Homiletics	-	32
KATE211	Biblical Fundamentals of Catechetics	-	16
KATE212	Creative Biblical Instruction	-	8
KATE672	Pastoral Counselling	-	16
(Only CA)			
KATE872	Catechetics: Dissertation	-	96
KATE873	Catechetics: Mini Dissertation	-	48
KATE874	Perspectives on Catechetics	-	16
KATE876	Perspectives on Catechetics	-	32
KATE991	Catechetics: Thesis	-	224
KATE994	Perspectives on Catechetics	-	32
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
KDGE611	The Ecumenical and Reformed Confessions	-	8
KDGE672	General and South African Church and Dogma History	-	16
KDGE821	Modern Church and Dogma History	-	8
KDGE872	Church and Dogma History: Dissertation	-	96
KDGE873	Church and Dogma History: Mini Dissertation	-	48

Module code	Descriptive name	Module Requirements	Cr
KDGE874	Perspectives on Church and Dogma History	-	16
KDGE876	Perspectives on Church and Dogma History	-	32
KDGE991	Church and Dogma History: Thesis	-	224
KDGE994	Perspectives on Church and Dogma History	-	32
KERG611	Introduction to Reformed Church Polity	-	8
KERG672	Introduction to Reformed Church Polity	-	16
(Only CA)	·····		
KERG811	Reformed Church Polity: Historical Overview	-	8
KERG872	Church Polity: Dissertation	-	96
KERG873	Church Polity: Mini Dissertation	-	48
KERG874	Perspectives on Church Polity	-	16
KERG875	Orientation to the Church Order (Church Order of the RCSA)	-	8
KERG876	Perspectives on Church Polity	-	32
KERG991	Church Polity: Thesis	-	224
KERG994	Perspectives on Church Polity	-	32
LATN112	Latin for Everyone	-	12
LATN122	Judicial and Church Latin	LATN112	12
LATN211	Latin Authors and Roman History I	LATN122	16
LATN221	Latin Authors and Roman History II	LATN211	24
LATN311	Latin Authors and Roman History III	LATN221	24
LATN321	Latin Authors and Roman History IV	LATN311	32
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
LATN971	Latin: Thesis	-	256
LING211	Linguistic methods in Ancient Textual studies	-	16
LITK221	Elements of the Liturgy	-	16
LITK611	Liturgical Practice	-	8
LITK671	Liturgical Practice	-	16
LITK811	Liturgics of the Church Service	-	8
LITK872	Liturgics: Dissertation	-	96
LITK873	Liturgics: Mini Dissertation	-	48
LITK874	Perspectives on Liturgics	-	16
LITK876	Perspectives on Liturgics	-	32
LITK991	Liturgics: Thesis	-	224
LITK994	Perspectives on Liturgics	-	32
LITS221	Reception of Ancient Literature	-	16
LPRA111	Introduction to language practice	-	12
LPRA121	Language practice and text	LPRA111	12
LPRA211	Theoretical perspectives on translation practice 1	LPRA121	16
LPRA222	Introduction to interpreting	LPRA211	16
LPRA311	Theoretical perspectives on translation practice 2	LPRA222	16
LPRA312	Advanced technological applications 1: Machine translation	LPRA211, 222	16
	and translation memory		
LPRA323	Internship: Interpreting or Translation	LPRA311, 312	16
LPRA324	Advanced theory and research: Interpreting or machine translation	LPRA311, 312	16
MISS211	Relationship between Mission and Theology	-	8

Module code	Descriptive name	Module Requirements	Cr
MISS213	Mission and Counselling	-	8
MISS221	Mission as an Africa Initiative	-	16
MISS311	Missionary Apologetics	MISS211	16
MISS312	Theory of the Intercultural Communication of the Gospel	MISS211	8
MISS321	Intercultural Communication of the Gospel	MISS211	16
MISS621	A Christian Theology of the Religions	-	8
MISS672	Perspectives on Missiology	-	16
MISS811	Mission as an Africa Initiative	-	8
MISS821	Missionary Apologetics	-	8
MISS872	Missiology: Dissertation	-	96
MISS873	Missiology: Mini Dissertation	-	48
MISS874	Perspectives on Missiology	-	16
MISS875	Mission as Evangelisation and Service	-	8
MISS876	Perspectives on Missiology	-	32
MISS991	Missiology: Thesis	-	224
MISS994	Perspectives on Missiology	-	32
NTES111	Introduction to the New Testament: History and General	-	8
	Canonics		
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
NTES612	Introduction to the exegesis and sociohistorical context of the New Testament	-	8
NTES621	The Synoptic Gospels	-	8
11120021	Introduction to NT Exegesis and Hermeneutics, Revelation	-	Ű
NTES673	History, General Canonics and Sociohistorical Context of the New Testament		20
NTES811	Acts and the General Epistles, Hebrews, and Paul's Captivity	-	16
NTES821	Epistles, and 1 and 2 Corinthians 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
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
NTES876	Perspectives on the New Testament	-	32
NTES991	New Testament: Thesis		224
NTES994	Perspectives on New Testament	-	32
OTES111	Introduction to the Old Testament: Origin and Structure	-	8
OTEST11 OTES121	Narrative Text: The Early Prophets	-	16

Module	Descriptive name	Module	Cr
code		Requirements	
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
OTES322	Introduction to Interpretation of the Old Testament	SEMT2212 and OTES111	8
OTES612	The Pentateuch	-	8
OTES621	Narrative Text. The Early Prophets.	OTES612	8
OTES674	Interpretation and study of the Old Testament, with specific attention to the Revelation History (theology) of the Old Testament	-	20
OTES811	Interpretation of the Prophetic Literature	-	16
OTES821	Interpretation of the Writings: Chronicles, Ezra, Nehemiah, Ruth, Esther and Daniel	OTES811	8
OTES872	Old Testament Dissertation	-	96
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
OTES876	Perspectives on Old Testament	-	32
OTES991	Old Testament Thesis	-	224
OTES994	Perspectives on Old Testament	-	32
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
PAST621	Home Visitation and Counselling	-	8
PAST671	General and Specific Counselling	-	16
PAST822	Applied Pastoral Studies	-	8
PAST872	Pastoral Studies: Dissertation	-	96
PAST873	Pastoral Studies: Mini Dissertation	-	48
PAST874	Perspectives on Pastorate	-	16
PAST876	Perspectives on Pastorate	-	32
PAST991	Pastoral Studies: Thesis	-	224
PAST994	Pastoral Perspectives	-	32
PHIL211	Reality and knowledge	-	16
PHIL221	History of Philosophy	-	16
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
SEMT112	Biblical Hebrew Grammar I and Geographical Context	-	12
SEMT113	Biblical Hebrew Linguistic Skill	-	16
Module	Descriptive name	Module	Cr
code		Requirements	
SEMT121	Biblical Hebrew Grammar II	SEMT112	16
SEMT122	Biblical-Hebrew Grammar II	SEMT112	12
SEMT211	Biblical Hebrew Grammar III	SEMT121	16
SEMT221	Biblical Hebrew Grammar IV and Conceptual Language	SEMT211	16
	System		
SEMT312	Biblical Hebrew Language Structure and Textual Study	SEMT221	8
SEMT313	Biblical Hebrew Language structure and Textual studies	SEMT221	16
SEMT322	Biblical Hebrew Textual Study and Comparative Textual Study	SEMT312	8
SEMT323	Biblical Hebrew and Aramaic comparative studies	SEMT313	16
SEMT611	Biblical-Aramaic Grammar	-	8
SEMT621	Extra-Aramaic and comparative textual study	SEMT611	8
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
SEMT872	Semitic Languages: Dissertation	-	96
SEMT873	Semitic Languages: Mini Dissertation	-	48
SEMT876	Perspectives on Semitic Languages	-	32
SEMT991	Semitic Languages: Thesis	-	224
SEMT994	Perspectives on Semitic Languages	-	32
TEKS321	Textual Criticism of the Old the New Testament	SEMT221 and GRKS221	12
TEOL111	Introduction to Theology	-	8
TEOL671	Honours Mini Dissertation	TNAV671	32
TNAV671	Research Methodology	-	8
TPTS321	Theory and Praxis of Translation	-	12
WVCS221	Understanding the Cultural World	-	12

## T.14 MODULE OUTCOMES

### T.14.1 MODULES PRESENTED BY THE FACULTY OF ARTS

Modulekode: AFLL111(12)	Semester 1	NKR-vlak: 5
Titel: Afrikaans: Taal sonder grense		Hitt Mart 0
Module-uitkomste:		
Ná suksesvolle voltooiing van die mo	dule behoort die student in staat te	wees om
		taalgebruikskunde te verstaan en in
te oefen:	o ondoniggona dan dio Annadrioo	
	aans te onderskei en krities-evaluer	end daarmee om te gaan:
	e Afrikaanse tekste te ontleed, te int	
		teerde Afrikaanse en Nederlandse
kortverhale te kan verduidelik		
Modulekode: AFLL121(12)	Semester 2	NKR-vlak: 5
Titel: Afrikaanse en Nederlandse taa	al- en literatuurstudie: teks en konte	ks – die taal
van tekste		
Module-uitkomste:		
Taalkunde		
Ná voltooiing van die module behoor		
0	se en beskrywende begrippe te def	
	se konstruksies te analiseer en besl	kryf deur van sistematiese analise-
en beskrywingsmetodes gebr	uik te maak.	
Letterkunde		
Ná voltooiing van die module behoor		
<ul> <li>Afrikaanse en Nederlandse po gefundeerde leesstrategie</li> </ul>	pësie- en dramatekste te analiseer r	net benulp van 'n teoreties-
	spekte van Afrikaanse en Nederlan	deo godigto on dramas to
<ul> <li>die estellese en deologiese a identifiseer en beskryf</li> </ul>	spekte van Ankaanse en Nedenan	use geolote en dramas te
,	oor tersaaklike temas te kan voer	
Modulekode: AFLL211(16)	Semester 1	NKR-vlak: 6
Titel: Afrikaanse en Nederlandse taa		NRR-VIAR. 0
Module-uitkomste: Taalkunde		
Ná voltooiing van die module behoor	t die student in staat te wees om	
	s oorsigtelik te verduidelik, met klem	on die sosiohistoriese
omstandighede;		
	'meertaligheid" in Suid-Afrika manife	esteer deur aandag te gee aan
<ul> <li>die meertalige samelev</li> </ul>	ving in Suid-Afrika;	sereer abar adridag to goo dair
<ul> <li>taalwetgewing; en</li> </ul>	0	
<ul> <li>taalbestuursuitdagings</li> </ul>	; en	
<ul> <li>eietydse taalpolitieke standpu</li> </ul>	nte te vergelyk en te evalueer.	
Letterkunde		
Ná voltooiing van die module behoor		
	erke te gebruik in die analise en int	erpretasie van Afrikaanse en
Nederlandse literêre tekste er		
	sosiale waardes en tendense te ide	
Modulekode: AFLL222(16)	frikaanse en Nederlandse letterkund Semester 2	NKR-vlak: 6
		NRR-VIAK. 0
Titel: Afrikaans en Nederlands: Raa	mwerke vir laar- en illeraluursludie	
Module-uitkomste: Taalkunde		
Ná suksesvolle voltooiing van die mo	dule behaart die student in staat te	woos om
	rfologie te definieer en te kan begry	
	se morfologiese konstruksies te ana	
	se morfonologiese prosesse kan be	
<ul> <li>aspekte van die Afrikaanse le</li> </ul>		Sarry, Sh
Letterkunde		
Ná suksesvolle voltooiing van die mo	odule behoort die student in staat te	wees om
	erke te gebruik in die analise en int	

	Nederlandse literêre tekste;		
•		sosiale waardes en tendense te ide	
		frikaanse en Nederlandse letterkund	
	lekode: AFLL679(32)	Jaarkursus	NKR-vlak: 8
	Navorsingsmetodologie en skri	psie	
	le-uitkomste:		
		t studente kan demonstreer dat h	ulle bekwame navorsers is, wat
beteke	en dat hulle:	naing most kon books f on kon toor	
•		orsing moet kan beskryf en kan toep In beskryf en in hulle eie navorsing r	
		p en 'n navorsingsvoorstel daarvoor	
•		vorsingspraktyk moet kan uitvoer	
-	bereik;		
•	,	ingsverslag van die projek) moet ka	in skryf.
In hier		ok 'n skripsie wat voldoen aan die vo	
•	die omvang van die skripsie	word bepaal in verhouding tot die	onderwerp sodat 'n aanvaarbare
	hoeveelheid navorsing daarin		
•		wetenskaplike formaat vertoon, d.	
		iitloop, daar moet duidelik doelstell	
		en die struktuur van die skripsie mo	
•		hangende en relevante argument o	ontwikkel word en daar moet tot
	gepaste gevolgtrekkings geko	in goeie gehalte wees en alle verv	weings on die bibliografie moot
•	wetenskaplik korrek gedoen w		wysings en die bibliografie moet
•		moet aanvaarbaar wees volgens d	ie kriteria vir die honneursvlak.
Module		Semester 1	NKR-Vlak: 5
	leiding tot Akademiese Gelette		
	2	ooiing van die module sal die stude	nt in staat wees om
•		gieë, akademiese woordeskat en re	
		streer ten einde doeltreffend binne d	
	funksioneer;		, , , , , , , , , , , , , , , , , , ,
•	op gepaste wyse binne 'n aka	demiese omgewing effektief monde	lings en skriftelik as individu en as lid
	van 'n groep te kan kommunik	keer;	
•		verstaan, interpreteer, evalueer en	op koherente wyse toepaslike
	akademiese genres te kan sk		
•		en toepaslike akademiese konvens	
•		uraat, vlot en toepaslik te kan luister	
		Semester 1 & 2	NKR-vlak: 5
	kademiese Geletterdheid		
	-uitkomste:		
	sesvolle voltooiing van die mod		
•	oor fundamentele kennis b	eskik van toepaslike rekenaarpro kademiese taalregister kan gebruik	gramme, leer-, luister-, lees- en
		nd binne die akademiese omgewind	
		groep effektief mondelings en skri	
•		nunikeer in 'n akademiese omgewing	
•		'n verskeidenheid studieterreine as	
		n ontleed, interpreteer, evalueer en	
	oplossings voorstel in toep	baslike akademiese genres deur	
	konvensies soos gebruik in fo		
Modu	le code: AGLE111(12)	Semester 1	NQF-level: 5
Title: I	Introduction to Academic Litera	су	
	e outcomes:		
On co	mpletion of this module studen		
•			cabulary and register as well as the
		ic texts in order to function effective	
•		and in writing in an appropriate ma	
•		luate basic academic texts and writ se of accurate and appropriate acad	e appropriate academic genres in a
•		iccurately, fluently and appropriately	

Module code: AGLE121(12)	Semester 1/2	NQF-level: 5
Title: Academic Literacy		
Module outcomes:		
On completion of this module, stude	nts should be able to:	
<ul> <li>demonstrate fundamental kn</li> </ul>	owledge of appropriate computer pr	ograms, as well as apply learning,
	ng strategies, use academic langu	
academic texts, in order to fu	nction effectively in the academic env	/ironment;
<ul> <li>as an individual and a men</li> </ul>	nber of a group, communicate effe	ctively orally and in writing in an
ethically responsible and acc	eptable manner in an academic envir	onment;
	er of a group, find and collect scient	
	d evaluate texts, and in a coheren	
	demic genres by making use of ling	guistic conventions used in formal
language registers.		
Module code: AKLR112	Semester 1	NQF level: 5
Title: Old Near East and Greece		
Module outcomes:		
On successful completion of this mo	dule, students should be able to	
	and informed understanding of	the developmental stages that
	ures of the Old Near East underwo	
political development of ancient	Greece and the history and daily life	in classical Greece;
<ul> <li>demonstrate skills as an individ</li> </ul>	ual or as part of a group by collecting	g information, analysing, evaluating
and integrating this information	n and communicate it in an ethic	al way by means of appropriate
technology.		
Module code: AKLR122	Semester 1	NQF level: 5
Title: Ancient Rome and other cultur	es	
Module outcomes:		
On successful completion of this mo	dule students should be able to	
	owledge and an informed understar	nding of Roman social history the
	ciary system and the constitutional de	
	Latin exerted on the everyday lives	
translation skills regarding basic		
	wledge of the cultures of Byzantium,	Islam and Africa:
<ul> <li>function ethically responsible as</li> </ul>	<b>o</b>	,
Module code: AKLR211(16)	Semester 1	NQF level: 6
Title: Ancient Culture: Mythology	Semester	NQF level. o
Title: Ancient Culture: Mythology	Jeniester i	NGF IEVEI. O
Module outcomes:		וער ופיפו. ט
Module outcomes: After completion of this course the s	tudent should:	
Module outcomes: After completion of this course the s • Have a general knowledge of d		
Module outcomes: After completion of this course the s • Have a general knowledge of d Graeco-Roman civilizations;	tudent should: ifferent mythologies of Ancient Egyp	
Module outcomes: After completion of this course the s • Have a general knowledge of d Graeco-Roman civilizations; • Have specific knowledge about	tudent should: ifferent mythologies of Ancient Egyp selected myths;	tian, the Ancient Near Eastern and
Module outcomes: After completion of this course the s Have a general knowledge of d Graeco-Roman civilizations; Have specific knowledge about Understand through what media	tudent should: ifferent mythologies of Ancient Egyp selected myths; a and in which contexts myths were to	tian, the Ancient Near Eastern and ransmitted in the Ancient World;
Module outcomes: After completion of this course the s Have a general knowledge of d Graeco-Roman civilizations; Have specific knowledge about Understand through what media Understand the problems reg	tudent should: ifferent mythologies of Ancient Egyp selected myths; a and in which contexts myths were to arding the definition, categorisation	tian, the Ancient Near Eastern and ransmitted in the Ancient World; and interpretation of myths and
<ul> <li>Module outcomes:</li> <li>After completion of this course the s</li> <li>Have a general knowledge of d Graeco-Roman civilizations;</li> <li>Have specific knowledge about</li> <li>Understand through what media</li> <li>Understand the problems reg mythologies and have a general</li> </ul>	tudent should: ifferent mythologies of Ancient Egyp selected myths; a and in which contexts myths were to arding the definition, categorisation I knowledge of modern theories abou	tian, the Ancient Near Eastern and ransmitted in the Ancient World; and interpretation of myths and tt these questions.
<ul> <li>Module outcomes:</li> <li>After completion of this course the s</li> <li>Have a general knowledge of d Graeco-Roman civilizations;</li> <li>Have specific knowledge about</li> <li>Understand through what media</li> <li>Understand the problems reg mythologies and have a genera</li> </ul>	tudent should: ifferent mythologies of Ancient Egyp selected myths; a and in which contexts myths were to arding the definition, categorisation	tian, the Ancient Near Eastern and ransmitted in the Ancient World; and interpretation of myths and
<ul> <li>Module outcomes:</li> <li>After completion of this course the s</li> <li>Have a general knowledge of d Graeco-Roman civilizations;</li> <li>Have specific knowledge about</li> <li>Understand through what media</li> <li>Understand the problems reg, mythologies and have a genera</li> </ul> Module code: AKLR221(12) Title: Ancient Culture: Art	tudent should: ifferent mythologies of Ancient Egyp selected myths; a and in which contexts myths were to arding the definition, categorisation I knowledge of modern theories abou	tian, the Ancient Near Eastern and ransmitted in the Ancient World; and interpretation of myths and tt these questions.
<ul> <li>Module outcomes:</li> <li>After completion of this course the s</li> <li>Have a general knowledge of d Graeco-Roman civilizations;</li> <li>Have specific knowledge about</li> <li>Understand through what media</li> <li>Understand the problems reg. mythologies and have a genera</li> <li>Module code: AKLR221(12)</li> <li>Title: Ancient Culture: Art</li> <li>Module outcomes:</li> </ul>	tudent should: ifferent mythologies of Ancient Egyp selected myths; a and in which contexts myths were tu arding the definition, categorisation I knowledge of modern theories abou Semester 2	tian, the Ancient Near Eastern and ransmitted in the Ancient World; and interpretation of myths and tt these questions.
Module outcomes: After completion of this course the s Have a general knowledge of d Graeco-Roman civilizations; Have specific knowledge about Understand through what media Understand the problems reg- mythologies and have a genera Module code: AKLR221(12) Title: Ancient Culture: Art Module outcomes: After completion of this course the s	tudent should: ifferent mythologies of Ancient Egyp selected myths; a and in which contexts myths were to arding the definition, categorisation I knowledge of modern theories abou Semester 2	tian, the Ancient Near Eastern and ransmitted in the Ancient World; and interpretation of myths and it these questions. NQF level: 6
<ul> <li>Module outcomes:</li> <li>After completion of this course the s</li> <li>Have a general knowledge of d Graeco-Roman civilizations;</li> <li>Have specific knowledge about</li> <li>Understand through what media</li> <li>Understand the problems reg. mythologies and have a genera</li> </ul> Module code: AKLR221(12) Title: Ancient Culture: Art Module outcomes: After completion of this course the s <ul> <li>Have a general knowledge of the</li> </ul>	tudent should: ifferent mythologies of Ancient Egyp selected myths; a and in which contexts myths were tu arding the definition, categorisation I knowledge of modern theories abou Semester 2	tian, the Ancient Near Eastern and ransmitted in the Ancient World; and interpretation of myths and it these questions. NQF level: 6
Module outcomes:         After completion of this course the s         Have a general knowledge of d         Graeco-Roman civilizations;         Have specific knowledge about         Understand through what media         Understand the problems reg.         mythologies and have a general         Module code: AKLR221(12)         Title: Ancient Culture: Art         Module outcomes:         After completion of this course the s         Have a general knowledge of th         civilizations;	tudent should: ifferent mythologies of Ancient Egyp selected myths; a and in which contexts myths were tr arding the definition, categorisation I knowledge of modern theories abou Semester 2 tudent should: e art of Ancient Egyptian, the Ancien	tian, the Ancient Near Eastern and ransmitted in the Ancient World; and interpretation of myths and it these questions. NQF level: 6 t Near Eastern and Graeco-Roman
<ul> <li>Module outcomes:</li> <li>After completion of this course the s</li> <li>Have a general knowledge of d Graeco-Roman civilizations;</li> <li>Have specific knowledge about</li> <li>Understand through what media</li> <li>Understand the problems reg, mythologies and have a genera</li> </ul> Module code: AKLR221(12) Title: Ancient Culture: Art Module outcomes: After completion of this course the s <ul> <li>Have a general knowledge of th civilizations;</li> <li>Have specific knowledge about</li> </ul>	tudent should: ifferent mythologies of Ancient Egyp selected myths; a and in which contexts myths were tr arding the definition, categorisation I knowledge of modern theories abou Semester 2 tudent should: le art of Ancient Egyptian, the Ancien selected artworks from the aboveme	tian, the Ancient Near Eastern and ransmitted in the Ancient World; and interpretation of myths and it these questions. <b>NQF level: 6</b> It Near Eastern and Graeco-Roman ntioned civilizations;
<ul> <li>Module outcomes:</li> <li>After completion of this course the s</li> <li>Have a general knowledge of d Graeco-Roman civilizations;</li> <li>Have specific knowledge about</li> <li>Understand through what media</li> <li>Understand the problems reg. mythologies and have a genera</li> <li>Module code: AKLR221(12)</li> <li>Title: Ancient Culture: Art</li> <li>Module outcomes:</li> <li>After completion of this course the s</li> <li>Have a general knowledge of the civilizations;</li> <li>Have specific knowledge about</li> <li>Understand through what media</li> </ul>	tudent should: ifferent mythologies of Ancient Egyp selected myths; a and in which contexts myths were to arding the definition, categorisation I knowledge of modern theories abou Semester 2 tudent should: ie art of Ancient Egyptian, the Ancien selected artworks from the aboveme a and in which contexts art was produ	tian, the Ancient Near Eastern and ransmitted in the Ancient World; and interpretation of myths and it these questions. <b>NQF level: 6</b> It Near Eastern and Graeco-Roman ntioned civilizations; uced in the Ancient World;
<ul> <li>Module outcomes:</li> <li>After completion of this course the s</li> <li>Have a general knowledge of d Graeco-Roman civilizations;</li> <li>Have specific knowledge about</li> <li>Understand through what media</li> <li>Understand the problems reg mythologies and have a genera</li> <li>Module code: AKLR221(12)</li> <li>Title: Ancient Culture: Art</li> <li>Module outcomes:</li> <li>After completion of this course the s</li> <li>Have a general knowledge of the civilizations;</li> <li>Have specific knowledge about</li> <li>Understand through what media</li> <li>Understand through what media</li> </ul>	tudent should: ifferent mythologies of Ancient Egyp selected myths; a and in which contexts myths were to arding the definition, categorisation I knowledge of modern theories abou Semester 2 tudent should: te art of Ancient Egyptian, the Ancient selected artworks from the aboveme a and in which contexts art was produ- rding the definition and interpretation	tian, the Ancient Near Eastern and ransmitted in the Ancient World; and interpretation of myths and it these questions. NQF level: 6 It Near Eastern and Graeco-Roman ntioned civilizations; uced in the Ancient World; of art as cultural productions and
<ul> <li>Module outcomes:</li> <li>After completion of this course the s</li> <li>Have a general knowledge of d Graeco-Roman civilizations;</li> <li>Have specific knowledge about</li> <li>Understand through what media</li> <li>Understand the problems reg- mythologies and have a genera</li> </ul> Module code: AKLR221(12) Title: Ancient Culture: Art Module outcomes: <ul> <li>After completion of this course the s</li> <li>Have a general knowledge about</li> <li>Understand through what media</li> </ul>	tudent should: ifferent mythologies of Ancient Egyp selected myths; a and in which contexts myths were tr arding the definition, categorisation I knowledge of modern theories abou Semester 2 tudent should: tudent should: tudent should: a and in which contexts art was produced a and in which contexts art was produced relation and interpretation odern theories about these questions	tian, the Ancient Near Eastern and ransmitted in the Ancient World; and interpretation of myths and at these questions. NQF level: 6 t Near Eastern and Graeco-Roman ntioned civilizations; uced in the Ancient World; o f art as cultural productions and s.
<ul> <li>Module outcomes:</li> <li>After completion of this course the s</li> <li>Have a general knowledge of d Graeco-Roman civilizations;</li> <li>Have specific knowledge about</li> <li>Understand through what media</li> <li>Understand the problems reg. mythologies and have a genera</li> <li>Module code: AKLR221(12)</li> <li>Title: Ancient Culture: Art</li> <li>Module outcomes:</li> <li>After completion of this course the s</li> <li>Have a general knowledge about</li> <li>Understand through what media</li> <li>Understand through what media</li> <li>Understand the problems regandation of the course of the civilizations;</li> <li>Have specific knowledge about</li> <li>Understand through what media</li> <li>Understand the problems regandation of the problems regandation of the colores of the civilizations;</li> </ul>	tudent should: ifferent mythologies of Ancient Egyp selected myths; a and in which contexts myths were to arding the definition, categorisation I knowledge of modern theories abou Semester 2 tudent should: te art of Ancient Egyptian, the Ancient selected artworks from the aboveme a and in which contexts art was produ- rding the definition and interpretation	tian, the Ancient Near Eastern and ransmitted in the Ancient World; and interpretation of myths and it these questions. NQF level: 6 It Near Eastern and Graeco-Roman ntioned civilizations; uced in the Ancient World; of art as cultural productions and
<ul> <li>Module outcomes:</li> <li>After completion of this course the s</li> <li>Have a general knowledge of d Graeco-Roman civilizations;</li> <li>Have specific knowledge about</li> <li>Understand through what media</li> <li>Understand the problems reg. mythologies and have a genera</li> <li>Module code: AKLR221(12)</li> <li>Title: Ancient Culture: Art</li> <li>Module outcomes:</li> <li>After completion of this course the s</li> <li>Have a general knowledge about</li> <li>Understand through what media</li> <li>Understand through what media</li> <li>Understand the problems regan have a general knowledge of the civilizations;</li> <li>Have specific knowledge about</li> <li>Understand through what media</li> <li>Understand the problems regan have a general knowledge of m</li> <li>Module code: AKLR311(16)</li> <li>Title: Ancient Culture: Literature</li> </ul>	tudent should: ifferent mythologies of Ancient Egyp selected myths; a and in which contexts myths were tr arding the definition, categorisation I knowledge of modern theories abou Semester 2 tudent should: tudent should: tudent should: a and in which contexts art was produced a and in which contexts art was produced relation and interpretation odern theories about these questions	tian, the Ancient Near Eastern and ransmitted in the Ancient World; and interpretation of myths and at these questions. NQF level: 6 t Near Eastern and Graeco-Roman ntioned civilizations; uced in the Ancient World; o f art as cultural productions and s.
<ul> <li>Module outcomes:</li> <li>After completion of this course the s</li> <li>Have a general knowledge of d Graeco-Roman civilizations;</li> <li>Have specific knowledge about</li> <li>Understand through what media</li> <li>Understand the problems reg. mythologies and have a genera</li> <li>Module code: AKLR221(12)</li> <li>Title: Ancient Culture: Art</li> <li>Module outcomes:</li> <li>After completion of this course the s</li> <li>Have a general knowledge about</li> <li>Understand through what media</li> <li>Understand through what media</li> <li>Understand through what media</li> <li>Understand through what media</li> <li>Understand the problems regan have a general knowledge of m</li> <li>Module code: AKLR311(16)</li> <li>Title: Ancient Culture: Literature</li> <li>Module outcomes:</li> </ul>	tudent should: ifferent mythologies of Ancient Egyp selected myths; a and in which contexts myths were tr arding the definition, categorisation I knowledge of modern theories abou Semester 2 tudent should: tudent should: Semester 1	tian, the Ancient Near Eastern and ransmitted in the Ancient World; and interpretation of myths and at these questions. NQF level: 6 t Near Eastern and Graeco-Roman ntioned civilizations; uced in the Ancient World; o f art as cultural productions and s.
<ul> <li>Module outcomes:</li> <li>After completion of this course the s</li> <li>Have a general knowledge of d Graeco-Roman civilizations;</li> <li>Have specific knowledge about</li> <li>Understand through what media</li> <li>Understand the problems reg. mythologies and have a genera</li> </ul> Module code: AKLR221(12) Title: Ancient Culture: Art Module outcomes: <ul> <li>After completion of this course the s</li> <li>Have a general knowledge about</li> <li>Understand through what media</li> <li>Understand through what media</li> </ul> Module code: AKLR21(12) Title: Ancient Culture: Art Module outcomes: <ul> <li>After completion of this course the s</li> <li>Have specific knowledge about</li> <li>Understand through what media</li> <li>Understand the problems reganhave a general knowledge of m</li> </ul> Module code: AKLR311(16) Title: Ancient Culture: Literature Module outcomes: <ul> <li>After completion of this course the s</li> </ul>	tudent should: ifferent mythologies of Ancient Egyp selected myths; a and in which contexts myths were tr arding the definition, categorisation I knowledge of modern theories abou Semester 2 tudent should: tudent should: tudent should: selected artworks from the aboveme a and in which contexts art was produ- rding the definition and interpretation odern theories about these questions Semester 1 tudent should:	tian, the Ancient Near Eastern and ransmitted in the Ancient World; and interpretation of myths and it these questions. NQF level: 6 It Near Eastern and Graeco-Roman ntioned civilizations; uced in the Ancient World; of art as cultural productions and s. NQF level: 7
<ul> <li>Module outcomes:</li> <li>After completion of this course the s</li> <li>Have a general knowledge of d Graeco-Roman civilizations;</li> <li>Have specific knowledge about</li> <li>Understand through what media</li> <li>Understand the problems regy mythologies and have a genera</li> </ul> Module code: AKLR221(12) Title: Ancient Culture: Art Module outcomes: <ul> <li>After completion of this course the s</li> <li>Have a general knowledge about</li> <li>Understand through what media</li> <li>Understand through what media</li> <li>Understand the problems regan have a general knowledge of the civilizations;</li> <li>Have specific knowledge about</li> <li>Understand the problems regan have a general knowledge of m</li> </ul> Module code: AKLR311(16) Title: Ancient Culture: Literature Module outcomes: <ul> <li>After completion of this course the s</li> <li>Have a general knowledge of m</li> </ul>	tudent should: ifferent mythologies of Ancient Egyp selected myths; a and in which contexts myths were tr arding the definition, categorisation I knowledge of modern theories abou Semester 2 tudent should: tudent should: Semester 1	tian, the Ancient Near Eastern and ransmitted in the Ancient World; and interpretation of myths and it these questions. NQF level: 6 It Near Eastern and Graeco-Roman ntioned civilizations; uced in the Ancient World; of art as cultural productions and s. NQF level: 7
<ul> <li>Module outcomes:</li> <li>After completion of this course the s</li> <li>Have a general knowledge of d Graeco-Roman civilizations;</li> <li>Have specific knowledge about</li> <li>Understand through what media</li> <li>Understand the problems regimythologies and have a genera</li> <li>Module code: AKLR221(12)</li> <li>Title: Ancient Culture: Art</li> <li>Module outcomes:</li> <li>After completion of this course the s</li> <li>Have a general knowledge about</li> <li>Understand through what media</li> <li>Understand through what media</li> <li>Module outcomes:</li> <li>After completion of this course the s</li> <li>Have specific knowledge about</li> <li>Understand through what media</li> <li>Understand the problems regan have a general knowledge of m</li> <li>Module code: AKLR311(16)</li> <li>Title: Ancient Culture: Literature</li> <li>Module outcomes:</li> <li>After completion of this course the s</li> <li>Have a general knowledge of the sequencies of the sequence of t</li></ul>	tudent should: ifferent mythologies of Ancient Egyp selected myths; a and in which contexts myths were tr arding the definition, categorisation I knowledge of modern theories abou Semester 2 tudent should: tudent should: tudent should: selected artworks from the aboveme a and in which contexts art was produ- rding the definition and interpretation odern theories about these questions Semester 1 tudent should:	tian, the Ancient Near Eastern and ransmitted in the Ancient World; and interpretation of myths and at these questions. NQF level: 6 tt Near Eastern and Graeco-Roman ntioned civilizations; uced in the Ancient World; of art as cultural productions and b. NQF level: 7 Ancient Near Eastern and Graeco-

<ul> <li>Understar</li> </ul>	nd the problems reg	erature was produced in the Ancient arding the definition and interpreta knowledge of modern theories abou	ation of literary genres as cultural
Module code	: AKLR321(16)	Semester 2	NQF level: 7
Title: Ancient	Culture: Research and	the Ancient World	
<ul> <li>Understand</li> <li>Understand</li> <li>Be able to</li> <li>Critically of a synthesis</li> </ul>	on of this course the s and what sources are ty and what the limits to the p name and describe t examine opinions from is in the form of a sust	tudent should be able to: pically used for studying the Ancient e interpretation of ancient sources, v he various ways in which the Ancien secondary sources, analyse the rele ained argumentative essay.	riz. myths, art and literature are; t World is studied today; evant primary sources and produce
	: ATSN111(12)	Semester 1	NQF-level: 5
		mar and Language Skills	
<ul> <li>fundamer structures</li> <li>basic oral</li> <li>individual</li> </ul>	on of this module, stud ntal knowledge and in Setswana;	h individually and in groups; kill of Setswana;	f essential functional grammatical
	: ATSN121(12)	Semester 2	NQF-level: 5
	na: Grammar and Lan		
<ul> <li>fundamer structures</li> <li>basic oral</li> <li>individual</li> <li>individual</li> </ul>	tal knowledge and of Setswana;	h individually and in groups; ;kills in Setswana; ana;	f essential functional grammatical
Module code		Year course	NQF level: 8
		ni-dissertation: language	
<ul> <li>explain au</li> <li>use a ran</li> <li>draft rese</li> <li>formulate</li> <li>construct</li> <li>write an ephenome</li> <li>integrate</li> <li>independ</li> <li>formulate</li> <li>others in an anage of</li> </ul>	n of this module the stund distinguish betweer ge of relevant electron arch proposals which valid and scholarly prividesign research these extended research pap na; other viewpoints and content a gensonal viewpoint i a responsible and scholarly di	es/hypotheses; er in which he/she demonstrates the priticism of schools of thought, theorie logically and coherently while acknow	earch resources; ms and criteria; e ability to analyse linguistic es, views and trends into an wledging and evaluating those of
Module code	: ENLL111(12)	Semester 1	NQF-level: 5
Title: Introduc	tion to Literary Genres	s (I)	
<ul> <li>understar</li> <li>analyse a</li> <li>develop a</li> <li>present s</li> </ul>	n of this module studer ad the fundamental cound ind interpret literary tex irguments based on te	ncepts and characteristics of literary tts with a view to their generic eleme xtual evidence in the course of the ir	ents;

Module code: ENLL121(12)	Semester 2	NQF-level: 5
Title: Introduction to Literary Genres	(II), and Grammatical Analysis	
Module outcomes:		
On completion of this module studen	ts should be able to:	
	cepts and characteristics of literary	denres.
	ts with a view to their generic eleme	
	xtual evidence in the interpretation of	
		propriate academic conventions, in
particular in academic essays;	about texts in accordance with app	orophate academic conventions, in
<ul> <li>understand the fundamental cor</li> </ul>	conts of arammatical analysis:	
		ent elements and the grammatical
functions thereof.		and the grammatical
Module code: ENLL211(16)	Semester 1	NQF-level: 6
Title: Development of Literary Genre	es (I), and Development of Grammat	lical Complexity
Module outcomes:		
On completion of this module studen		
	of the most significant pre-twentieth of	
	pre-twentieth century poetry/prose fi	
	d contemporaneous critical texts thro	
		antiated from text and context, in
	ademic conventions, in particular in a	academic essays;
<ul> <li>understand the concepts of com</li> </ul>	plex linguistic structures;	
<ul> <li>analyse and interpret complex</li> </ul>	words and clauses in terms of t	heir constituent elements and the
grammatical functions thereof.		
Module code: ENLL221(16)	Semester 2	NQF-level: 6
Title: Development of Literary Genre	es (II) and Applied Linguistics	
Module outcomes:		
On completion of this module studen	ts should be able to:	
	of the most significant pre-twentieth of	century literary periods:
	pre-twentieth century poetry/prose fi	
<ul> <li>endade critically with literary and</li> </ul>	contemporaneous critical texts thro	ouch analysis and synthesis.
	d contemporaneous critical texts thro	
<ul> <li>present sustained arguments a</li> </ul>	about texts, with arguments subst	antiated from text and context, in
<ul> <li>present sustained arguments a accordance with appropriate aca</li> </ul>	about texts, with arguments subst ademic conventions, in particular in a	antiated from text and context, in academic essays;
<ul> <li>present sustained arguments a accordance with appropriate aca</li> <li>understand and evaluate the the</li> </ul>	about texts, with arguments subst ademic conventions, in particular in a poretical bases of the discipline of Ap	antiated from text and context, in academic essays; oplied Linguistics;
<ul> <li>present sustained arguments a accordance with appropriate aca understand and evaluate the the apply and evaluate relevant app</li> </ul>	about texts, with arguments subst ademic conventions, in particular in a coretical bases of the discipline of Ap roaches to Teaching English to Spe	antiated from text and context, in academic essays;
<ul> <li>present sustained arguments a accordance with appropriate aca understand and evaluate the the apply and evaluate relevant app and English for Academic Purpor</li> </ul>	about texts, with arguments subst ademic conventions, in particular in a coretical bases of the discipline of Ap roaches to Teaching English to Spe uses (EAP).	antiated from text and context, in academic essays; oplied Linguistics; akers of Other Languages (TESOL)
<ul> <li>present sustained arguments a accordance with appropriate aca</li> <li>understand and evaluate the the</li> <li>apply and evaluate relevant app and English for Academic Purpor</li> <li>Module code: ENLL311</li> </ul>	about texts, with arguments subst ademic conventions, in particular in a coretical bases of the discipline of Ap roaches to Teaching English to Spe uses (EAP). Semester 1	antiated from text and context, in academic essays; oplied Linguistics;
<ul> <li>present sustained arguments a accordance with appropriate aca</li> <li>understand and evaluate the the</li> <li>apply and evaluate relevant app and English for Academic Purpo</li> <li>Module code: ENLL311</li> <li>Title: Key periods in literature, histori</li> </ul>	about texts, with arguments subst ademic conventions, in particular in a coretical bases of the discipline of Ap roaches to Teaching English to Spe uses (EAP). Semester 1	antiated from text and context, in academic essays; oplied Linguistics; akers of Other Languages (TESOL)
present sustained arguments a accordance with appropriate aca understand and evaluate the the apply and evaluate relevant app and English for Academic Purpo Module code: ENLL311 Title: Key periods in literature, histori Module outcomes:	about texts, with arguments subst ademic conventions, in particular in a coretical bases of the discipline of Ap roaches to Teaching English to Spe ses (EAP). Semester 1 cal linguistics and stylistics	antiated from text and context, in academic essays; oplied Linguistics; akers of Other Languages (TESOL)
present sustained arguments a accordance with appropriate aca understand and evaluate the the apply and evaluate relevant app and English for Academic Purpor <b>Module code: ENLL311</b> Title: Key periods in literature, histori Module outcomes: On completion of this module studen	about texts, with arguments subst ademic conventions, in particular in a coretical bases of the discipline of Ap roaches to Teaching English to Spe ises (EAP). Semester 1 cal linguistics and stylistics ts should be able to	antiated from text and context, in academic essays; oplied Linguistics; akers of Other Languages (TESOL) NQF level: 7
present sustained arguments a accordance with appropriate aca understand and evaluate the the apply and evaluate relevant app and English for Academic Purpo Module code: ENLL311 Title: Key periods in literature, histori Module outcomes: On completion of this module studen explain the ideas, characteristics	about texts, with arguments subst ademic conventions, in particular in a coretical bases of the discipline of Ap roaches to Teaching English to Spe ises (EAP). Semester 1 cal linguistics and stylistics ts should be able to s and contexts relevant to Renaissan	antiated from text and context, in academic essays; oplied Linguistics; akers of Other Languages (TESOL) NQF level: 7
present sustained arguments a accordance with appropriate aca understand and evaluate the the apply and evaluate relevant app and English for Academic Purpo <b>Module code: ENLL311</b> Title: Key periods in literature, histori Module outcomes: On completion of this module studen explain the ideas, characteristics explain the key qualities and cor	about texts, with arguments subst ademic conventions, in particular in a coretical bases of the discipline of Ap roaches to Teaching English to Spe uses (EAP). Semester 1 cal linguistics and stylistics ts should be able to s and contexts relevant to Renaissan texts relevant to Modernist literature	antiated from text and context, in academic essays; oplied Linguistics; akers of Other Languages (TESOL) <b>NQF level: 7</b> nce literature; e;
present sustained arguments a accordance with appropriate aca understand and evaluate the the apply and evaluate relevant app and English for Academic Purpo Module code: ENLL311 Title: Key periods in literature, histori Module outcomes: On completion of this module studen explain the ideas, characteristics explain the key qualities and cor analyse selected Renaissance	about texts, with arguments subst ademic conventions, in particular in a coretical bases of the discipline of Ap roaches to Teaching English to Spe uses (EAP). Semester 1 cal linguistics and stylistics ts should be able to s and contexts relevant to Renaissan texts relevant to Modernist literature and Modernist texts critically,	antiated from text and context, in academic essays; oplied Linguistics; akers of Other Languages (TESOL) NQF level: 7
present sustained arguments a accordance with appropriate aca understand and evaluate the the apply and evaluate relevant app and English for Academic Purpo Module code: ENLL311 Title: Key periods in literature, histori Module outcomes: On completion of this module studen explain the ideas, characteristics explain the key qualities and cor analyse selected Renaissance frameworks for the study of thes	about texts, with arguments subst ademic conventions, in particular in a coretical bases of the discipline of Ap roaches to Teaching English to Spe sess (EAP). Semester 1 cal linguistics and stylistics ts should be able to s and contexts relevant to Renaissan texts relevant to Modernist literature e and Modernist texts critically, e periods;	antiated from text and context, in academic essays; oplied Linguistics; akers of Other Languages (TESOL) <b>NQF level: 7</b> nce literature; e; with reference to the conceptual
present sustained arguments a accordance with appropriate aca understand and evaluate the the apply and evaluate relevant app and English for Academic Purpo Module code: ENLL311 Title: Key periods in literature, histori Module outcomes: On completion of this module studen explain the ideas, characteristics explain the key qualities and cor analyse selected Renaissance frameworks for the study of thes present sustained arguments ab	about texts, with arguments subst ademic conventions, in particular in a coretical bases of the discipline of Ap roaches to Teaching English to Spe sess (EAP). Semester 1 cal linguistics and stylistics ts should be able to s and contexts relevant to Renaissan texts relevant to Modernist literature e and Modernist texts critically, e periods;	antiated from text and context, in academic essays; oplied Linguistics; akers of Other Languages (TESOL) <b>NQF level: 7</b> nce literature; e;
<ul> <li>present sustained arguments a accordance with appropriate aca</li> <li>understand and evaluate the the</li> <li>apply and evaluate relevant app and English for Academic Purpor</li> <li>Module code: ENLL311</li> <li>Title: Key periods in literature, histori</li> <li>Module outcomes:</li> <li>On completion of this module studen</li> <li>explain the ideas, characteristics</li> <li>explain the key qualities and cor</li> <li>analyse selected Renaissance frameworks for the study of thes</li> <li>present sustained arguments ab critical sources appropriately;</li> </ul>	about texts, with arguments subst ademic conventions, in particular in a coretical bases of the discipline of Ap roaches to Teaching English to Spe ises (EAP). Semester 1 cal linguistics and stylistics ts should be able to a and contexts relevant to Renaissan texts relevant to Modernist literature e and Modernist texts critically, e periods; yout Renaissance and Modernist lite	antiated from text and context, in academic essays; oplied Linguistics; akers of Other Languages (TESOL) <b>NQF level: 7</b> nee literature; e; with reference to the conceptual rature, and integrate contextual and
<ul> <li>present sustained arguments a accordance with appropriate aca</li> <li>understand and evaluate the the apply and evaluate relevant app and English for Academic Purpor</li> <li>Module code: ENLL311</li> <li>Title: Key periods in literature, histori</li> <li>Module outcomes:</li> <li>On completion of this module studen</li> <li>explain the ideas, characteristics</li> <li>explain the key qualities and cor</li> <li>analyse selected Renaissance frameworks for the study of thes</li> <li>present sustained arguments ab critical sources appropriately;</li> <li>explain selected concepts relevation</li> </ul>	about texts, with arguments subst ademic conventions, in particular in a coretical bases of the discipline of Ap roaches to Teaching English to Spe uses (EAP). Semester 1 Cal linguistics and stylistics ts should be able to a and contexts relevant to Renaissan ntexts relevant to Modernist literature a and Modernist texts critically, e periods; yout Renaissance and Modernist lite ant to diachronic linguistic and stylistic	antiated from text and context, in academic essays; oplied Linguistics; akers of Other Languages (TESOL) <b>NQF level: 7</b> nce literature; e; with reference to the conceptual rature, and integrate contextual and tic analysis;
<ul> <li>present sustained arguments a accordance with appropriate aca</li> <li>understand and evaluate the the apply and evaluate relevant app and English for Academic Purpor</li> <li>Module code: ENLL311</li> <li>Title: Key periods in literature, histori</li> <li>Module outcomes:</li> <li>On completion of this module studen</li> <li>explain the ideas, characteristics</li> <li>explain the key qualities and cor</li> <li>analyse selected Renaissance frameworks for the study of thes</li> <li>present sustained arguments ab critical sources appropriately;</li> <li>explain selected concepts relevat</li> <li>analyse diachronic data and literational sources appropriately</li> </ul>	about texts, with arguments subst ademic conventions, in particular in a coretical bases of the discipline of Ap roaches to Teaching English to Spe uses (EAP). Semester 1 cal linguistics and stylistics ts should be able to and contexts relevant to Renaissan texts relevant to Modernist literature and Modernist texts critically, bout Renaissance and Modernist lite ant to diachronic linguistic and stylist rary texts by means of appropriate li	antiated from text and context, in academic essays; oplied Linguistics; akers of Other Languages (TESOL) <b>NQF level: 7</b> nce literature; e; with reference to the conceptual rature, and integrate contextual and tic analysis; nguistic concepts
<ul> <li>present sustained arguments a accordance with appropriate aca understand and evaluate the the apply and evaluate relevant app and English for Academic Purpor</li> <li>Module code: ENLL311</li> <li>Title: Key periods in literature, histori</li> <li>Module outcomes:</li> <li>On completion of this module studen</li> <li>explain the ideas, characteristics</li> <li>explain the key qualities and cor</li> <li>analyse selected Renaissance frameworks for the study of thes</li> <li>present sustained arguments at critical sources appropriately;</li> <li>explain selected concepts relevation analyse diachronic data and lite</li> </ul>	about texts, with arguments subst ademic conventions, in particular in a coretical bases of the discipline of Ap roaches to Teaching English to Spe sees (EAP). Semester 1 cal linguistics and stylistics ts should be able to s and contexts relevant to Renaissan texts relevant to Modernist literature e and Modernist texts critically, e periods; yout Renaissance and Modernist lite ant to diachronic linguistic and stylist rary texts by means of appropriate li ytical techniques to solve problems a	antiated from text and context, in academic essays; oplied Linguistics; akers of Other Languages (TESOL) <b>NQF level: 7</b> nce literature; e; with reference to the conceptual rature, and integrate contextual and tic analysis; nguistic concepts arising from unseen texts;
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<ul> <li>present sustained arguments a accordance with appropriate aca</li> <li>understand and evaluate the the apply and evaluate relevant app and English for Academic Purpor</li> <li>Module code: ENLL311</li> <li>Title: Key periods in literature, histori</li> <li>Module outcomes:</li> <li>On completion of this module studem</li> <li>explain the ideas, characteristics</li> <li>explain the key qualities and cor</li> <li>analyse selected Renaissance frameworks for the study of thes</li> <li>present sustained arguments ab critical sources appropriately;</li> <li>explain selected concepts releva</li> <li>analyse diachronic data and lite</li> <li>critically select appropriate analyse interpretation appropriately.</li> </ul>	about texts, with arguments subst ademic conventions, in particular in a coretical bases of the discipline of Ap roaches to Teaching English to Spe ises (EAP). Semester 1 Cal linguistics and stylistics ts should be able to s and contexts relevant to Renaissan texts relevant to Modernist literature e and Modernist texts critically, bout Renaissance and Modernist lite ant to diachronic linguistic and stylist rary texts by means of appropriate lii ytical techniques to solve problems a about linguistic phenomena, a Semester 2	antiated from text and context, in academic essays; oplied Linguistics; akers of Other Languages (TESOL) <b>NQF level: 7</b> nece literature; e; with reference to the conceptual rature, and integrate contextual and tic analysis; nguistic concepts arising from unseen texts; nd integrate data analysis and <b>NQF level: 7</b>
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<ul> <li>present sustained arguments a accordance with appropriate aca</li> <li>understand and evaluate the the</li> <li>apply and evaluate relevant app and English for Academic Purpor</li> <li>Module code: ENLL311</li> <li>Title: Key periods in literature, histori</li> <li>Module outcomes:</li> <li>On completion of this module studen</li> <li>explain the ideas, characteristics</li> <li>explain the key qualities and cor</li> <li>analyse selected Renaissance frameworks for the study of thes</li> <li>present sustained arguments ab critical sources appropriately;</li> <li>explain selected concepts relevation analyse selected and lite</li> <li>critically select appropriate analy.</li> <li>present sustained arguments interpretation appropriately.</li> <li>Module code: ENLL321</li> <li>Title: South Africa and the world: pullinguistics analysis</li> <li>Module outcomes: On completion of</li> </ul>	about texts, with arguments subst ademic conventions, in particular in a coretical bases of the discipline of Ap roaches to Teaching English to Spe ises (EAP). Semester 1 cal linguistics and stylistics ts should be able to s and contexts relevant to Renaissan texts relevant to Modernist literature e and Modernist texts critically, e periods; yout Renaissance and Modernist lite ant to diachronic linguistic and stylist rary texts by means of appropriate li ytical techniques to solve problems a about linguistic phenomena, a Semester 2 postmodern and contemporary literation this module students should be able	antiated from text and context, in academic essays; oplied Linguistics; akers of Other Languages (TESOL) <b>NQF level: 7</b> nce literature; e; with reference to the conceptual rature, and integrate contextual and tic analysis; nguistic concepts arising from unseen texts; ind integrate data analysis and <b>NQF level: 7</b> ture, sociolinguistics and advanced to
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<ul> <li>present sustained arguments a accordance with appropriate aca</li> <li>understand and evaluate the the</li> <li>apply and evaluate relevant app and English for Academic Purpor</li> <li>Module code: ENLL311</li> <li>Title: Key periods in literature, histori</li> <li>Module outcomes:</li> <li>On completion of this module studem</li> <li>explain the ideas, characteristics</li> <li>explain the key qualities and cor</li> <li>analyse selected Renaissance frameworks for the study of thes</li> <li>present sustained arguments ab critical sources appropriately;</li> <li>explain selected concepts releva</li> <li>analyse diachronic data and litei</li> <li>critically select appropriate analy</li> <li>present sustained arguments interpretation appropriately.</li> <li>Module code: ENLL321</li> <li>Title: South Africa and the world: pulinguistics analysis</li> <li>Module outcomes: On completion of</li> <li>explain the ideas, qualities and South African literature;</li> <li>analyse selected postmodern argument and selected concepts releva</li> </ul>	about texts, with arguments subst ademic conventions, in particular in a coretical bases of the discipline of Ap roaches to Teaching English to Spe ses (EAP). Semester 1 cal linguistics and stylistics ts should be able to s and contexts relevant to Renaissan texts relevant to Modernist literature e and Modernist texts critically, bout Renaissance and Modernist lite ant to diachronic linguistic and stylist rary texts by means of appropriate lii ytical techniques to solve problems a about linguistic phenomena, a Semester 2 ostmodern and contemporary literat this module students should be able contexts relevant to postmodern an ad contemporary texts critically;	antiated from text and context, in academic essays; oplied Linguistics; akers of Other Languages (TESOL) <b>NQF level: 7</b> nce literature; e; with reference to the conceptual rature, and integrate contextual and tic analysis; nguistic concepts arising from unseen texts; ind integrate data analysis and <b>NQF level: 7</b> ture, sociolinguistics and advanced to

and critical sources appropriate	ly:		
	ncepts relevant to sociolinguistic and	textual analysis;	
		in terms of their unique and shared	
linguistic characteristics;	J J J J J J J J J J J J J J J J J J J		
explain observed linguistic pa	atterns in terms of underlying ling	guistic-functional and sociolinguistic	
variables;			
	s about linguistic phenomena, a	and integrate data analysis and	
interpretation appropriately.			
Module code: ENLL671(32)	Year module	NQF-level: 8	
Title: Research Methodology and M	ini Dissertation: Literature		
Module outcomes:			
On completion of this module stude			
0	, , ,		
	s which conform with generally-acce	pted norms and criteria;	
<ul> <li>able to formulate valid and school</li> </ul>			
<ul> <li>able to construct/design researched</li> <li>able to write an extended researched</li> </ul>	,	te the ability to analyse literary texts	
<ul> <li>able to write an extended research and phenomena;</li> </ul>	arch paper in which mey demonstra	te the admity to analyse merary texts	
	nts and criticism of schools of thoug	ht, theories, views and trends into a	
reasonably independent argum			
		while acknowledging and evaluating	
those of others in a responsible			
	olarly discourse in fluent and fairly s	ophisticated English; and	
	to the writing of shorter papers in ot		
Module code: ENLS111(12)	Semester 1	NQF- level: 5	
Title: English for specific purposes			
Module outcomes:			
	nts should be able to demonstrate k	nowledge of:	
· · · ·			
the nature of words			
<ul><li> the nature of words</li><li> the nature of sentences</li></ul>	xts		
<ul><li>the nature of words</li><li>the nature of sentences</li><li>the language used in literary te</li></ul>	xts	NQF level: 5	
<ul> <li>the nature of words</li> <li>the nature of sentences</li> <li>the language used in literary te how to plan and write an essay</li> </ul> Module code: FREN111	xts		
<ul> <li>the nature of words</li> <li>the nature of sentences</li> <li>the language used in literary technow to plan and write an essay</li> <li>Module code: FREN111</li> <li>Title: French for beginners 1</li> </ul>	xts		
the nature of words     the nature of sentences     the language used in literary te     how to plan and write an essay     Module code: FREN111     Title: French for beginners 1     Module outcomes:	xts Semester 1		
the nature of words     the nature of sentences     the language used in literary te     how to plan and write an essay     Module code: FREN111     Title: French for beginners 1     Module outcomes:     On completion of this module, stude	xts Semester 1 ents should be able to	NQF level: 5	
the nature of words     the nature of sentences     the language used in literary te     how to plan and write an essay     Module code: FREN111     Title: French for beginners 1     Module outcomes:     On completion of this module, stude     demonstrate a basic knowlede	xts Semester 1 ents should be able to	NQF level: 5	
the nature of words     the nature of sentences     the language used in literary te     how to plan and write an essay     Module code: FREN111     Title: French for beginners 1     Module outcomes:     On completion of this module, stude     demonstrate a basic knowled     reading), speaking and writing in	xts Semester 1 ents should be able to ge of the French language in term	NQF level: 5	
the nature of words     the nature of sentences     the language used in literary technow to plan and write an essay     Module code: FREN111     Title: French for beginners 1     Module outcomes:     On completion of this module, stude     demonstrate a basic knowled     reading), speaking and writing i     use analytical, synthetic and ev	xts Semester 1 ents should be able to ge of the French language in term n order to express themselves at an	NQF level: 5 ns of comprehension (listening and elementary level; ite simple texts in French;	
the nature of words     the nature of sentences     the language used in literary technow to plan and write an essay     Module code: FREN111     Title: French for beginners 1     Module outcomes:     On completion of this module, stude     demonstrate a basic knowled     reading), speaking and writing i     use analytical, synthetic and ev	xts Semester 1 ents should be able to ge of the French language in term n order to express themselves at an aluation skills to understand and wri	NQF level: 5 ns of comprehension (listening and elementary level; ite simple texts in French;	
the nature of words     the nature of sentences     the language used in literary technow to plan and write an essay     Module code: FREN111     Title: French for beginners 1     Module outcomes:     On completion of this module, stude     demonstrate a basic knowledge     use analytical, synthetic and ev     demonstrate a basic knowledge     Module code: FREN121	xts Semester 1 ents should be able to ge of the French language in term n order to express themselves at an aluation skills to understand and wri e of French culture and daily French	NQF level: 5 ns of comprehension (listening and elementary level; ite simple texts in French; community life.	
the nature of words     the nature of sentences     the language used in literary technow to plan and write an essay     Module code: FREN111     Title: French for beginners 1     Module outcomes:     On completion of this module, stude     demonstrate a basic knowledgreading), speaking and writing i     use analytical, synthetic and ev     demonstrate a basic knowledge	xts Semester 1 ents should be able to ge of the French language in term n order to express themselves at an aluation skills to understand and wri e of French culture and daily French	NQF level: 5 ns of comprehension (listening and elementary level; ite simple texts in French; community life.	
the nature of words     the nature of sentences     the language used in literary technow to plan and write an essay     Module code: FREN111     Title: French for beginners 1     Module outcomes:     On completion of this module, stude     demonstrate a basic knowledge     demonstrate a basic knowledge     Module code: FREN121     Title: French for beginners 2	xts Semester 1 ents should be able to ge of the French language in term n order to express themselves at an aluation skills to understand and wri o of French culture and daily French Semester 2	NQF level: 5 ns of comprehension (listening and elementary level; ite simple texts in French; community life.	
the nature of words     the nature of sentences     the language used in literary te     how to plan and write an essay     Module code: FREN111     Title: French for beginners 1     Module outcomes:     On completion of this module, stude     demonstrate a basic knowledge     reading), speaking and writing i     use analytical, synthetic and ev     demonstrate a basic knowledge     Module code: FREN121     Title: French for beginners 2     Module outcomes:     On completion of this module stude	xts Semester 1 ents should be able to ge of the French language in term n order to express themselves at an aluation skills to understand and wri e of French culture and daily French Semester 2 nts should be able to	NQF level: 5 ns of comprehension (listening and elementary level; ite simple texts in French; community life.	
the nature of words     the nature of sentences     the language used in literary te     how to plan and write an essay     Module code: FREN111     Title: French for beginners 1     Module outcomes:     On completion of this module, stude     demonstrate a basic knowledge     use analytical, synthetic and ev     demonstrate a basic knowledge     Module code: FREN121     Title: French for beginners 2     Module outcomes:     On completion of this module stude	xts Semester 1 ents should be able to ge of the French language in term n order to express themselves at an aluation skills to understand and wri e of French culture and daily French Semester 2 nts should be able to	NQF level: 5 ns of comprehension (listening and elementary level; ite simple texts in French; community life. NQF level: 5 s of comprehension (listening and	
the nature of words     the nature of sentences     the language used in literary te     how to plan and write an essay     Module code: FREN111     Title: French for beginners 1     Module outcomes:     On completion of this module, stude         edemonstrate a basic knowledge     demonstrate a basic knowledge     Module code: FREN121     Title: French for beginners 2     Module code: REN121     Title: French for beginners 2     Module code: REN121     Title: French for beginners 2	Ats Semester 1 ents should be able to ge of the French language in term n order to express themselves at an aluation skills to understand and wri e of French culture and daily French Semester 2 hts should be able to of the French language in term	NQF level: 5 ns of comprehension (listening and elementary level; ite simple texts in French; community life. NQF level: 5 s of comprehension (listening and elementary level;	
the nature of words     the nature of sentences     the language used in literary te     how to plan and write an essay <b>Module code: FREN111</b> Title: French for beginners 1     Module outcomes:     On completion of this module, stude     demonstrate a basic knowledge     reading), speaking and writing i     title: French for beginners 2     Module code: FREN121     Title: French for beginners 2     Module outcomes:     On completion of this module stude     demonstrate basic knowledge     module outcomes:     On completion of this module stude     demonstrate a basic knowledge     module outcomes:     On completion of this module stude     use analytical, synthetical and writing     use analytical, synthetical and e	Semester 1      Semester 1      ents should be able to     ge of the French language in term     n order to express themselves at an     aluation skills to understand and wri     of French culture and daily French     Semester 2      Ints should be able to     of the French language in term     n order to express themselves at an	NQF level: 5 ns of comprehension (listening and e elementary level; ite simple texts in French; community life. NQF level: 5 s of comprehension (listening and e elementary level; vrite simple texts in French;	
the nature of words     the nature of sentences     the language used in literary te     how to plan and write an essay <b>Module code: FREN111</b> Title: French for beginners 1     Module outcomes:     On completion of this module, stude     demonstrate a basic knowledge     reading), speaking and writing i     title: French for beginners 2     Module code: FREN121     Title: French for beginners 2     Module outcomes:     On completion of this module stude     demonstrate basic knowledge     module outcomes:     On completion of this module stude     demonstrate a basic knowledge     module outcomes:     On completion of this module stude     use analytical, synthetical and writing     use analytical, synthetical and e	semester 1     Semester 1     sents should be able to     ge of the French language in term     n order to express themselves at an     aluation skills to understand and wri     of French culture and daily French     Semester 2     nts should be able to     of the French language in term     n order to express themselves at an evaluation skills to understand and w	NQF level: 5 ns of comprehension (listening and e elementary level; ite simple texts in French; community life. NQF level: 5 s of comprehension (listening and e elementary level; vrite simple texts in French;	
the nature of words     the nature of sentences     the language used in literary te     how to plan and write an essay     Module code: FREN111     Title: French for beginners 1     Module outcomes:     On completion of this module, stude     demonstrate a basic knowledge     idemonstrate a basic knowledge     Module code: FREN121     Title: French for beginners 2     Module code: FREN121     Title: French for beginners 2     Module outcomes:     On completion of this module stude     demonstrate a basic knowledge     module outcomes:     On completion of this module stude     demonstrate basic knowledge     module outcomes:     On completion of this module stude     demonstrate basic knowledge     is analytical, synthetical and     demonstrate a basic knowledge     reading), speaking and writing i	Semester 1     Semester 1     Semester 1     order to express themselves at an     aluation skills to understand and wri     of French culture and daily French     Semester 2     nots should be able to     of the French language in term     n order to express themselves at an evaluation skills to understand and w e of French culture and daily French	NQF level: 5 ns of comprehension (listening and elementary level; ite simple texts in French; community life. NQF level: 5 s of comprehension (listening and elementary level; vrite simple texts in French; community life.	
the nature of words     the nature of sentences     the language used in literary te     how to plan and write an essay     Module code: FREN111     Title: French for beginners 1     Module outcomes:     On completion of this module, stude     demonstrate a basic knowledge     demonstrate a basic knowledge     Module code: FREN121     Title: French for beginners 2     Module outcomes:     On completion of this module stude     demonstrate basic knowledge     module outcomes:     On completion of this module stude     demonstrate basic knowledge     module outcomes:     On completion of this module stude     demonstrate basic knowledge     module outcomes:     On completion of this module stude     demonstrate basic knowledge     reading), speaking and writing i     use analytical, synthetical and o     demonstrate a basic knowledge     Module code: FREN211	Semester 1     Semester 1     Semester 1     order to express themselves at an     aluation skills to understand and wri     of French culture and daily French     Semester 2     nots should be able to     of the French language in term     n order to express themselves at an evaluation skills to understand and w e of French culture and daily French	NQF level: 5 ns of comprehension (listening and elementary level; ite simple texts in French; community life. NQF level: 5 s of comprehension (listening and elementary level; vrite simple texts in French; community life.	
the nature of words     the nature of sentences     the language used in literary te     how to plan and write an essay     Module code: FREN111     Title: French for beginners 1     Module outcomes:     On completion of this module, stude     demonstrate a basic knowledge     reading), speaking and writing i     use analytical, synthetic and ev     demonstrate a basic knowledge     Module code: FREN121     Title: French for beginners 2     Module outcomes:     On completion of this module stude     demonstrate basic knowledge     reading), speaking and writing i     use analytical, synthetic and ev     demonstrate a basic knowledge     Module code: FREN121     Title: French for beginners 2     Module outcomes:     On completion of this module stude     demonstrate basic knowledge     reading), speaking and writing i     use analytical, synthetical and d     demonstrate a basic knowledge     reading). The termediate french 1     Module outcomes:	Ats Semester 1 ents should be able to ge of the French language in term n order to express themselves at an aluation skills to understand and wri e of French culture and daily French Semester 2 Ints should be able to a of the French language in term n order to express themselves at an evaluation skills to understand and v e of French culture and daily French Semester 1	NQF level: 5 ns of comprehension (listening and elementary level; ite simple texts in French; community life. NQF level: 5 s of comprehension (listening and elementary level; vrite simple texts in French; community life.	
the nature of words     the nature of sentences     the language used in literary te     how to plan and write an essay     Module code: FREN111     Title: French for beginners 1     Module outcomes:     On completion of this module, stude     demonstrate a basic knowledge     reading), speaking and writing i     use analytical, synthetic and ev     demonstrate a basic knowledge     Module code: FREN121     Title: French for beginners 2     Module outcomes:     On completion of this module stude     demonstrate a basic knowledge     module outcomes:     On completion of this module stude     demonstrate basic knowledge     reading), speaking and writing i     use analytical, synthetical and e     demonstrate basic knowledge     reading), speaking and writing i     use analytical, synthetical and e     demonstrate a basic knowledge     reading), speaking and writing i     use analytical, synthetical and e     demonstrate a basic knowledge     module code: FREN211     Title: Intermediate French 1     Module outcomes:     On completion of this module, stude	sts Semester 1 Semester 1 Semester 1 Semester 1 Semester 2 Semester 2 Semester 2 Semester 2 Semester 1 Semeste	NQF level: 5 ns of comprehension (listening and elementary level; ite simple texts in French; community life. NQF level: 5 s of comprehension (listening and elementary level; vrite simple texts in French; community life.	
<ul> <li>the nature of words</li> <li>the nature of sentences</li> <li>the language used in literary te</li> <li>how to plan and write an essay</li> <li>Module code: FREN11</li> <li>Title: French for beginners 1</li> <li>Module outcomes:</li> <li>On completion of this module, stude</li> <li>demonstrate a basic knowledge</li> <li>demonstrate a basic knowledge</li> <li>Module code: FREN121</li> <li>Title: French for beginners 2</li> <li>Module outcomes:</li> <li>On completion of this module stude</li> <li>demonstrate a basic knowledge</li> <li>module code: FREN121</li> <li>Title: French for beginners 2</li> <li>Module outcomes:</li> <li>On completion of this module stude</li> <li>demonstrate basic knowledge reading), speaking and writing i</li> <li>use analytical, synthetical and o</li> <li>demonstrate a basic knowledge</li> <li>module code: FREN211</li> <li>Title: Intermediate French 1</li> <li>Module outcomes:</li> <li>On completion of this module, stude</li> <li>demonstrate a basic knowledge</li> <li>module code: FREN211</li> <li>Title: Intermediate French 1</li> <li>Module outcomes:</li> <li>On completion of this module, stude</li> <li>demonstrate a basic knowledge</li> </ul>	sts Semester 1 Semester 1 Semester 1 Semester 1 Semester 2 Semester 2 Semester 2 Semester 2 Semester 1 Semeste	NQF level: 5 ns of comprehension (listening and elementary level; ite simple texts in French; community life. NQF level: 5 s of comprehension (listening and elementary level; vrite simple texts in French; community life. NQF level: 6 in terms of comprehension (listening	
the nature of words     the nature of sentences     the language used in literary te     how to plan and write an essay     Module code: FREN111     Title: French for beginners 1     Module outcomes:     On completion of this module, stude     demonstrate a basic knowledge     reading), speaking and writing i     use analytical, synthetic and ev     demonstrate a basic knowledge     Module code: FREN121     Title: French for beginners 2     Module outcomes:     On completion of this module stude     demonstrate a basic knowledge     Module outcomes:     On completion of this module stude     demonstrate a basic knowledge     Module code: FREN121     Title: French for beginners 2     Module outcomes:     On completion of this module stude     demonstrate a basic knowledge     module code: FREN11     Title: Intermediate French 1     Module outcomes:     On completion of this module, stude     demonstrate a basic knowledge     Module code: FREN11     Title: Intermediate French 1     Module outcomes:     On completion of this module, stude     demonstrate a more advanced     and reading), speaking and writing	xts Semester 1 ents should be able to ge of the French language in term n order to express themselves at an aluation skills to understand and wri of French culture and daily French Semester 2 nts should be able to of the French language in term n order to express themselves at an evaluation skills to understand and v e of French culture and daily French Semester 1 ents should be able to knowledge of the French language in order to express themselves at an evaluation skills to understand and v e of French culture and daily French Semester 1 ents should be able to knowledge of the French language	NQF level: 5 ns of comprehension (listening and elementary level; ite simple texts in French; community life. NQF level: 5 s of comprehension (listening and elementary level; vrite simple texts in French; community life. NQF level: 6 in terms of comprehension (listening	

Module code: FREN221	Semester 2	NQF level: 6
Title: Intermediate French 2		
Module outcomes:		
On completion of this module, stude	nts should be able to	
		n terms of comprehension (listening
	ing in order to express themselves a	
		iterary, historical, philosophical and
daily French contexts.		iorary, motorical, princooprilical and
Module code: FREN311	Semester 1	NQF level: 7
	Semester	
Title: Advanced French I		
Module outcomes:		
On completion of this module, stude		
	/ sophisticated knowledge of the	
	reading), speaking and writing in c	order to express themselves at an
advanced level;		
		ray of complicated cultural, literary,
	rent interest materials (both textual a	
	y in terms of a wide selection of Fre	ench art, literature, philosophy, film
and other media or art forms.		
Module code: FREN321	Semester 2	NQF level: 7
Title: Advanced French 2		
Module outcomes:		
On completion of this module, stude	nts should be able to	
demonstrate a well-rounded	/ sophisticated knowledge of the	e French language in terms of
comprehension (listening and	reading), speaking and writing in c	order to express themselves at an
advanced level;		·
use analytical skills in order to	understand and evaluate a wide ar	ray of complicated cultural, literary,
historical, philosophical and cur	rent interest materials (both textual a	ind audiovisual);
apply effective translation skills	to a variety of complicated French te	exts; and
<ul> <li>demonstrate cultural proficiency</li> </ul>	y in terms of a wide selection of Fro	ench art, literature, philosophy, film
and other media or art forms.		, , , , , , , , , , , , , , , , , , ,
Module code: GERM111(12)	Semester 1	NQF-level: 5
Title: German Elementary 1	•	
Module outcomes:		
After completion of this module stude	ents should:	
<ul> <li>understand the basic rules of</li> </ul>		
<ul> <li>understand the basic rules of 0</li> <li>understand the basic rules of 0</li> </ul>	· · · · · · · · · · · · · · · · · · ·	
<ul> <li>have an elementary vocabular</li> </ul>	5	
	y, erman phrases at an elementary leve	
	d evaluation skills to read and write s	
<ul> <li>have basic knowledge of life Africa:</li> </ul>	and culture in the German-speakin	g countries as compared to South
	and reflect on their learning individu	ally on in groups within an accepted
<ul> <li>use IT skills to perform tasks a ethical framework.</li> </ul>	and reflect on their learning individua	ally or in groups within an accepted
Module code: GERM121(12)	Semester 2	NQF-level: 5
Title: German Elementary 2		
Module outcomes:		
After completion of this module stude		
<ul> <li>know the basic rules of pronur</li> </ul>	nciation and grammar;	
<ul> <li>have a basic vocabulary;</li> </ul>		
understand common German	ohrases;	
conduct a basic conversation i	n German at an elementary level;	
• use their analytic, synthetic and	d evaluation skills to read, write and	translate simple relevant texts;
have a general knowledge of li	ife and culture in the German-speak	ing countries as compared to South
Africa;		-
,	and reflect on their learning individua	ally or in groups within an accepted
ethical framework.		, <u> </u>

Module code: GERM211(16)	Semester 1	NQF level: 6
Title: German Intermediate 1		
Module outcomes:		
On completion of this module, stude		
<ul> <li>understand and speak Germa</li> </ul>		
	erman with other students in classro	
0	f grammatical structures and senten	· · · · · · · · · · · · · · · · · · ·
	in non-literary as well as literary text	s at an intermediary level;
<ul> <li>write general essays as well a compare various aspects of t</li> </ul>		ions in German speaking countries;
<ul> <li>compare various aspects of t and</li> </ul>	he South Ancan context with situat	ions in German speaking countries,
use IT skills to perform tasks	and reflect on their learning individu	ally or in groups within an accepted
ethical framework.		NOTION
Module code: GERM221(16)	Semester 2	NQF level: 6
Title: German Intermediate 2		
Module outcomes:		
On completion of this module, stude		
<ul> <li>understand and speak Germa</li> <li>effectively communicate in Germanicate</li> </ul>	erman with other students in classro	om situations:
	command of grammatical structures	
	in non-literary as well as literary text	
<ul> <li>write general essays as well a</li> </ul>		s at an intermediary level,
		ions in German speaking countries;
and		
	and reflect on their learning individu	ally or in groups within an accepted
ethical framework. Module code: GERM311(32)	Semester 1	NQF level: 7
	Semester i	NGF level. 7
Title: German Advanced I		
Module outcomes: On completion of this module, stude	nts should be able to	
<ul> <li>understand and speak Germa</li> </ul>		
	erman with other students in classro	om situations:
		mmatical structures and sentence
patterns;	intering of and ability to apply gia	
	in non-literary as well as literary text	s at an advanced level;
<ul> <li>write general essays as well a</li> </ul>		,
<ul> <li>compare various aspects of</li> </ul>	the South African cultural and h	istorical context with situations in
German speaking countries; a		
	and reflect on their learning individu	ally or in groups within an accepted
ethical framework.		
Module code: GERM321(32)	Semester 2	NQF level: 7
Title: German Advanced II		
Module outcomes:		
On completion of this module, stude		
understand and speak Germa     offoctively communicate in Germa	erman with other students in classro	om situations:
	f and ability to apply; grammatical st	
	in non-literary as well as literary text	
<ul> <li>write general essay as well as</li> </ul>		s at all advanced level,
5	, , , , , , , , , , , , , , , , , , ,	istorical context with situations in
German speaking countries; a		
<ul> <li>use IT skills to perform tasks</li> </ul>		ally or in groups within an accepted
ethical framework.		
Module code: LPRA111(12)	Semester 1	NQF level: 5
Title: Introduction to language practic	ce	
Module outcomes:		
Upon successful completion of this n		
<ul> <li>demonstrate a fundamental u translation</li> </ul>	understanding of key terms, concep	ots, principles and basic theories of
	na of the role of translation as a dis	cipline and profession in the South
	iy of the fole of translation as a UIS	opino and profession in the South

African and global community		
	rocedures and techniques of tra	inslation in producing acceptable
translations		
	a ssess the success of solutions	known context by using appropriate
	e information on language practice	
		to translation problems effectively,
coherently and appropriately.	5	
Module code: LPRA121(12)	Semester 2	NQF level: 5
Title: Language practice and text		
Module outcomes:		
<ul> <li>Upon successful completion of this m</li> <li>demonstrate a fundamental up</li> </ul>		ts, principles and basic theories of
<ul> <li>demonstrate a fundamental un translation and revision</li> </ul>	inderstanding of key terms, concep	is, principles and basic theories of
	g of the role of translation as a dis	cipline and profession in the South
African and global community		
		slation and revision in producing
acceptable translations and re-		
	uage practice, and assess the succ	n problems in a known context by
	e information on translation and revi	
		o translation and revision problems
effectively, coherently and appre-	opriately.	-
	Semester 1	NQF level: 6
Title: Theoretical perspectives on tran	slation practice I	
Module outcomes:		
<ul> <li>Upon successful completion of this m</li> <li>demonstrate a thorough under</li> </ul>		
<ul> <li>demonstrate a thorough under translation</li> </ul>	istanding of key terms, concepts ar	nd principles in linguistic theories of
		on, as well as general translation
processes, techniques and pro	ocedures, in producing acceptable to	ranslations of selected texts
<ul> <li>processes, techniques and pro solve well-defined unfamiliar t</li> </ul>	ocedures, in producing acceptable to ranslation problems by using appr	
<ul> <li>processes, techniques and pro- solve well-defined unfamiliar t and assess the success of solu</li> </ul>	ocedures, in producing acceptable to translation problems by using appr utions	ranslations of selected texts ropriate aids for language practice,
<ul> <li>processes, techniques and processes, techniques and processes, techniques and processes of solution and assess the success of solution collect, analyse and synthesise</li> </ul>	ocedures, in producing acceptable to ranslation problems by using appr	ranslations of selected texts opriate aids for language practice, n theory and translation practice
<ul> <li>processes, techniques and processes, techniques and processes, techniques and process of solution and assess the success of solution collect, analyse and synthesise</li> <li>communicate theoretical and problems effective</li> </ul>	acedures, in producing acceptable to translation problems by using appr utions a information on linguistic translation practical considerations with regard aly using technology appropriately.	ranslations of selected texts opriate aids for language practice, n theory and translation practice
<ul> <li>processes, techniques and processes, techniques and processes, techniques and process of solution of the second sec</li></ul>	beedures, in producing acceptable to translation problems by using appr utions e information on linguistic translation practical considerations with regard	ranslations of selected texts opriate aids for language practice, n theory and translation practice
<ul> <li>processes, techniques and processes, techniques and processes, techniques and process of solution of the second sec</li></ul>	acedures, in producing acceptable to translation problems by using appr utions a information on linguistic translation practical considerations with regard aly using technology appropriately.	ranslations of selected texts opriate aids for language practice, in theory and translation practice to linguistic translation
processes, techniques and pro solve well-defined unfamiliar t and assess the success of solu collect, analyse and synthesise communicate theoretical and p theories and problems effective Module code: LPRA 222(16) Title: Introduction to interpreting Module outcomes:	acedures, in producing acceptable to translation problems by using appr utions e information on linguistic translation fractical considerations with regard aly using technology appropriately. Semester 2	ranslations of selected texts opriate aids for language practice, in theory and translation practice to linguistic translation NQF level: 6
processes, techniques and pro solve well-defined unfamiliar t and assess the success of sol collect, analyse and synthesise communicate theoretical and p theories and problems effective Module code: LPRA 222(16) Title: Introduction to interpreting Module outcomes: On completion of this module, the stu	acedures, in producing acceptable to translation problems by using appr utions e information on linguistic translation fractical considerations with regard aly using technology appropriately. Semester 2	ranslations of selected texts opriate aids for language practice, in theory and translation practice to linguistic translation NQF level: 6
processes, techniques and pro solve well-defined unfamiliar t and assess the success of solt collect, analyse and synthesise communicate theoretical and p theories and problems effective Module code: LPRA 222(16) Title: Introduction to interpreting Module outcomes: On completion of this module, the stu interpreting terminology;	acedures, in producing acceptable to translation problems by using appr utions e information on linguistic translation practical considerations with regard ely using technology appropriately. Semester 2 dent should be able to demonstrate	ranslations of selected texts opriate aids for language practice, in theory and translation practice to linguistic translation NQF level: 6
processes, techniques and pro solve well-defined unfamiliar t and assess the success of solu collect, analyse and synthesise communicate theoretical and p theories and problems effective Module code: LPRA 222(16) Title: Introduction to interpreting Module outcomes: On completion of this module, the stu interpreting terminology; interpreting and translation mo	acedures, in producing acceptable to translation problems by using appr utions e information on linguistic translation practical considerations with regard ely using technology appropriately. Semester 2 dent should be able to demonstrate	ranslations of selected texts opriate aids for language practice, in theory and translation practice to linguistic translation <b>NQF level: 6</b> • a sound knowledge of:
processes, techniques and pro solve well-defined unfamiliar t and assess the success of solu collect, analyse and synthesise communicate theoretical and p theories and problems effective Module code: LPRA 222(16) Title: Introduction to interpreting Module outcomes: On completion of this module, the stu interpreting terminology; interpreting and translation mo	Accedures, in producing acceptable to translation problems by using appri- utions a information on linguistic translation practical considerations with regard aly using technology appropriately. Semester 2 dent should be able to demonstrate dels of communication; between translation and interpretin	ranslations of selected texts opriate aids for language practice, in theory and translation practice to linguistic translation <b>NQF level: 6</b> • a sound knowledge of:
processes, techniques and pro solve well-defined unfamiliar t and assess the success of solu- collect, analyse and synthesise communicate theoretical and p theories and problems effective Module code: LPRA 222(16) Title: Introduction to interpreting Module outcomes: On completion of this module, the stu interpreting terminology; interpreting and translation mo the similarities and differences Gile's sequential model of tran modes and types (with emphase	acedures, in producing acceptable to translation problems by using appri- utions e information on linguistic translation oractical considerations with regard aly using technology appropriately. Semester 2 dent should be able to demonstrate dels of communication; between translation and interpretin slation; sis on educational interpreting);	ranslations of selected texts opriate aids for language practice, in theory and translation practice to linguistic translation <b>NQF level: 6</b> • a sound knowledge of:
processes, techniques and pro solve well-defined unfamiliar t and assess the success of solu- collect, analyse and synthesise communicate theoretical and p theories and problems effective Module code: LPRA 222(16) Title: Introduction to interpreting Module outcomes: On completion of this module, the stu interpreting terminology; interpreting and translation mo the similarities and differences Gile's sequential model of tran modes and types (with emphas the profile of a professional inter-	acedures, in producing acceptable to translation problems by using appri- utions e information on linguistic translation oractical considerations with regard aly using technology appropriately. Semester 2 dent should be able to demonstrate dels of communication; between translation and interpretin slation; sis on educational interpreting); erpreter;	ranslations of selected texts opriate aids for language practice, in theory and translation practice to linguistic translation <b>NQF level: 6</b> • a sound knowledge of:
processes, techniques and pro solve well-defined unfamiliar t and assess the success of solt collect, analyse and synthesise communicate theoretical and p theories and problems effective Module code: LPRA 222(16) Title: Introduction to interpreting Module outcomes: On completion of this module, the stu interpreting terminology; interpreting and translation mo the similarities and differences Gile's sequential model of tran modes and types (with emphas the profile of a professional intt factors contributing to the diffic	acedures, in producing acceptable to translation problems by using appri- utions e information on linguistic translation oractical considerations with regard aly using technology appropriately. Semester 2 dent should be able to demonstrate dels of communication; between translation and interpretin slation; sis on educational interpreting);	ranslations of selected texts opriate aids for language practice, in theory and translation practice to linguistic translation <b>NQF level: 6</b> • a sound knowledge of:
processes, techniques and pro- solve well-defined unfamiliar t and assess the success of solu collect, analyse and synthesise communicate theoretical and p theories and problems effective <b>Module code: LPRA 222(16)</b> Title: Introduction to interpreting Module outcomes: On completion of this module, the stu interpreting terminology; interpreting and translation mo the similarities and differences Gile's sequential model of tran modes and types (with empha- the profile of a professional inter- factors contributing to the diffic interpreting ethics, and	acedures, in producing acceptable to translation problems by using appri- utions e information on linguistic translation oractical considerations with regard aly using technology appropriately. Semester 2 dent should be able to demonstrate dels of communication; between translation and interpretin slation; sis on educational interpreting); erpreter;	ranslations of selected texts opriate aids for language practice, in theory and translation practice to linguistic translation <b>NQF level: 6</b> • a sound knowledge of:
processes, techniques and pro solve well-defined unfamiliar t and assess the success of solu collect, analyse and synthesise communicate theoretical and p theories and problems effective <b>Module code: LPRA 222(16)</b> Title: Introduction to interpreting Module outcomes: On completion of this module, the stu interpreting terminology; interpreting and translation mo the similarities and differences Gile's sequential model of tran modes and types (with empha: the profile of a professional inte factors contributing to the diffic interpreting ethics, and interpreting equipment.	acedures, in producing acceptable to translation problems by using appri- utions a information on linguistic translation oractical considerations with regard ally using technology appropriately. Semester 2 dent should be able to demonstrate dels of communication; between translation and interpretin slation; sis on educational interpreting); erpreter; sulties of simultaneous interpreting;	ranslations of selected texts opriate aids for language practice, in theory and translation practice to linguistic translation <b>NQF level: 6</b> a sound knowledge of: g;
processes, techniques and pro- solve well-defined unfamiliar t and assess the success of solu collect, analyse and synthesise communicate theoretical and p theories and problems effective <b>Module code: LPRA 222(16)</b> Title: Introduction to interpreting Module outcomes: On completion of this module, the stu interpreting terminology; interpreting and translation mo the similarities and differences Gile's sequential model of tran modes and types (with empha: the profile of a professional inter factors contributing to the diffic interpreting equipment. <b>Module code: LPRA 311(16)</b>	acedures, in producing acceptable to translation problems by using appri- utions a information on linguistic translation oractical considerations with regard ely using technology appropriately. Semester 2 dent should be able to demonstrate dels of communication; between translation and interpretin slation; sis on educational interpreting); erpreter; eulties of simultaneous interpreting; Semester 1	ranslations of selected texts opriate aids for language practice, in theory and translation practice to linguistic translation <b>NQF level: 6</b> • a sound knowledge of:
processes, techniques and pro solve well-defined unfamiliar t and assess the success of solu collect, analyse and synthesise communicate theoretical and p theories and problems effective <b>Module code: LPRA 222(16)</b> Title: Introduction to interpreting Module outcomes: On completion of this module, the stu interpreting terminology; interpreting and translation mo the similarities and differences Gile's sequential model of tran modes and types (with empha: the profile of a professional inte factors contributing to the diffic interpreting ethics, and interpreting equipment.	acedures, in producing acceptable to translation problems by using appri- utions a information on linguistic translation oractical considerations with regard ely using technology appropriately. Semester 2 dent should be able to demonstrate dels of communication; between translation and interpretin slation; sis on educational interpreting); erpreter; eulties of simultaneous interpreting; Semester 1	ranslations of selected texts opriate aids for language practice, in theory and translation practice to linguistic translation <b>NQF level: 6</b> a sound knowledge of: g;
processes, techniques and pro solve well-defined unfamiliar t and assess the success of solu collect, analyse and synthesise communicate theoretical and p theories and problems effective Module code: LPRA 222(16) Title: Introduction to interpreting Module outcomes: On completion of this module, the stu interpreting terminology; interpreting and translation mo the similarities and differences Gile's sequential model of tran modes and types (with empha- the profile of a professional inte factors contributing to the diffic interpreting equipment. Module code: LPRA 311(16) Title: Theoretical perspectives on tran	Accedures, in producing acceptable to translation problems by using appri- utions e information on linguistic translation practical considerations with regard ely using technology appropriately. Semester 2 dent should be able to demonstrate dels of communication; between translation and interpretin slation; sis on educational interpreting); erpreter; culties of simultaneous interpreting; Semester 1 mislation practice II	ranslations of selected texts opriate aids for language practice, in theory and translation practice to linguistic translation <b>NQF level: 6</b> e a sound knowledge of: g; <b>NQF level: 7</b>
processes, techniques and pro solve well-defined unfamiliar t and assess the success of solu collect, analyse and synthesise communicate theoretical and p theories and problems effective <b>Module code: LPRA 222(16)</b> Title: Introduction to interpreting Module outcomes: On completion of this module, the stu interpreting terminology; interpreting and translation mo the similarities and differences Gile's sequential model of tran modes and types (with emphas the profile of a professional int factors contributing to the diffic interpreting equipment. <b>Module code: LPRA 311(16)</b> Title: Theoretical perspectives on tran Module outcomes: Upon successful completion of this m e demonstrate a sophisticated a	Accedures, in producing acceptable to translation problems by using appri- utions a information on linguistic translation practical considerations with regard ally using technology appropriately. Semester 2 dent should be able to demonstrate dels of communication; between translation and interpreting slation; sis on educational interpreting); erpreter; utiles of simultaneous interpreting; Semester 1 islation practice II odule the learner should be able to and systematic understanding of ke	ranslations of selected texts opriate aids for language practice, in theory and translation practice to linguistic translation <b>NQF level: 6</b> e a sound knowledge of: g; <b>NQF level: 7</b>
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processes, techniques and pro solve well-defined unfamiliar t and assess the success of solu collect, analyse and synthesise communicate theoretical and p theories and problems effective <b>Module code: LPRA 222(16)</b> Title: Introduction to interpreting Module outcomes: On completion of this module, the stu interpreting terminology; interpreting and translation mo the similarities and differences Gile's sequential model of tran modes and types (with emphas the profile of a professional inte factors contributing to the diffic interpreting ethics, and interpreting ethics, and interpreting ethics, and interpreting ethics, and contexpreting equipment. <b>Module code: LPRA 311(16)</b> Title: Theoretical perspectives on tran Module outcomes: Upon successful completion of this m demostrate a sophisticated a cultural, ideological and philoso select and apply cultural, ideological and philoso	Accedures, in producing acceptable to translation problems by using appri- utions a information on linguistic translation practical considerations with regard ally using technology appropriately. Semester 2 dent should be able to demonstrate dels of communication; between translation and interpretin slation; sis on educational interpreting); erpreter; sulties of simultaneous interpreting; Semester 1 aslation practice II odule the learner should be able to and systematic understanding of ke ophical theories of translation ealogical and philosophical princip ce	ranslations of selected texts opriate aids for language practice, in theory and translation practice to linguistic translation <b>NQF level: 6</b> e a sound knowledge of: g; <b>NQF level: 7</b> y terms, concepts and principles in oles and theories of translation in
processes, techniques and pro solve well-defined unfamiliar t and assess the success of solu collect, analyse and synthesise communicate theoretical and p theories and problems effective <b>Module code: LPRA 222(16)</b> Title: Introduction to interpreting Module outcomes: On completion of this module, the stu interpreting terminology; interpreting and translation mo the similarities and differences Gile's sequential model of tran modes and types (with emphas the profile of a professional inte factors contributing to the diffic interpreting ethics, and interpreting ethics, and interpreting ethics, and interpreting ethics, and contexpreting equipment. <b>Module code: LPRA 311(16)</b> Title: Theoretical perspectives on tran Module outcomes: Upon successful completion of this m demostrate a sophisticated a cultural, ideological and philoso select and apply cultural, ideological and philoso	Accedures, in producing acceptable to translation problems by using appri- utions a information on linguistic translation practical considerations with regard ally using technology appropriately. Semester 2 dent should be able to demonstrate dels of communication; between translation and interpretin slation; sis on educational interpreting); erpreter; sulties of simultaneous interpreting; <b>Semester 1</b> islation practice II odule the learner should be able to ind systematic understanding of ke ophical theories of translation eological and philosophical princip ce abstract translation problems by	ranslations of selected texts opriate aids for language practice, in theory and translation practice to linguistic translation NQF level: 6 a sound knowledge of: g; NQF level: 7

communicate theoretical and	bry and translation practice	
		regard to cultural, ideological and
philosophical translation the	eories and problems effectively	and eruditely, using technology
appropriately.		
Module code: LPRA 312(16)	Semester 1	NQF level: 7
Title: Advanced technological applic	cations I: Machine translation and tr	anslation memory
Module outcomes:		
Upon successful completion of this		
		key terms, concepts and principles in
machine translation and trans		translation (CAT) in the South African
and global community	ig of the fole of computer-assisted	
5	as well as general translation proc	esses, techniques and procedures, in
producing acceptable transla	tions of selected texts	
		using appropriate CAT-tools and aids
	her with sophisticated theoretical r	eflection, and assess the success of
solutions	in a quantitative and qualitative infor	motion on CAT
	ise quantitative and qualitative infor d practical considerations with rec	ard to CAT effectively and eruditely,
using technology appropriate		
Module code: LPRA 323(16)	Semester 2	NQF level: 7
Title: Internship: Interpreting or Tran	slation	
Module outcomes		
Translation option:		
Upon successful completion of this		
	, 0	key terms, concepts and principles
related to the translation indu		
<ul> <li>select and apply translation to the industry</li> </ul>	ools and techniques in producing	professionally acceptable product for
	d abstract translation problems by	using appropriate aids for language
	cated theoretical reflection, and as	
<ul> <li>collect, analyse and synthesis</li> </ul>	e quantitative and qualitative inform	nation on translation
		d to the translation industry effectively
and eruditely, using technolog	y appropriately.	
Interpreting option: After successful completion of this n	nodulo the student should be able t	
	terpreting assignments that comm	nunicates the message of the source
text accurately and coherent		nunicates the message of the source and register that are suitable for the
		and register that are suitable for the
<ul> <li>topic and that are grammatica</li> <li>demonstrate correct interpret</li> </ul>	ly, using vocabulary, terminology Illy and idiomatically correct and pu ing techniques during interpreting	and register that are suitable for the re; assignments with respect to fluency,
<ul> <li>topic and that are grammatica</li> <li>demonstrate correct interpreti appropriate voice quality for th</li> </ul>	ly, using vocabulary, terminology illy and idiomatically correct and pu ing techniques during interpreting ne equipment and correct use of the	and register that are suitable for the re; assignments with respect to fluency, e equipment; and
<ul> <li>topic and that are grammatica</li> <li>demonstrate correct interpreti appropriate voice quality for th</li> <li>demonstrate the correct a</li> </ul>	ly, using vocabulary, terminology illy and idiomatically correct and pu ing techniques during interpreting ne equipment and correct use of the	and register that are suitable for the re; assignments with respect to fluency,
<ul> <li>topic and that are grammatica</li> <li>demonstrate correct interpreti appropriate voice quality for th</li> <li>demonstrate the correct a assignments.</li> </ul>	ly, using vocabulary, terminology Illy and idiomatically correct and pu ing techniques during interpreting ne equipment and correct use of the pplication of ethical principles	and register that are suitable for the re; assignments with respect to fluency, e equipment; and of interpreting during interpreting
<ul> <li>topic and that are grammatica</li> <li>demonstrate correct interpreti appropriate voice quality for th</li> <li>demonstrate the correct a assignments.</li> <li>Module code: LPRA 324(16)</li> </ul>	ly, using vocabulary, terminology Illy and idiomatically correct and puing techniques during interpreting the equipment and correct use of the pplication of ethical principles Semester 2	and register that are suitable for the re; assignments with respect to fluency, e equipment; and of interpreting during interpreting NQF level: 7
<ul> <li>topic and that are grammatica</li> <li>demonstrate correct interpreti appropriate voice quality for th</li> <li>demonstrate the correct a assignments.</li> <li>Module code: LPRA 324(16)</li> <li>Title: Advanced theory and research</li> </ul>	ly, using vocabulary, terminology Illy and idiomatically correct and puing techniques during interpreting the equipment and correct use of the pplication of ethical principles Semester 2	and register that are suitable for the re; assignments with respect to fluency, e equipment; and of interpreting during interpreting NQF level: 7
topic and that are grammatica demonstrate correct interpreti appropriate voice quality for th demonstrate the correct a assignments. Module code: LPRA 324(16) Title: Advanced theory and research Module outcomes	ly, using vocabulary, terminology Ily and idiomatically correct and puing techniques during interpreting the equipment and correct use of the pplication of ethical principles Semester 2 In: Interpreting or machine translation	and register that are suitable for the re; assignments with respect to fluency, e equipment; and of interpreting during interpreting NQF level: 7
topic and that are grammatica demonstrate correct interpreti appropriate voice quality for th demonstrate the correct a assignments. Module code: LPRA 324(16) Title: Advanced theory and research Module outcomes Upon successful completion of this i	ly, using vocabulary, terminology Ily and idiomatically correct and puing techniques during interpreting te equipment and correct use of the pplication of ethical principles Semester 2 n: Interpreting or machine translation module the learner should be able	and register that are suitable for the re; assignments with respect to fluency, e equipment; and of interpreting during interpreting <b>NQF level: 7</b> on to:
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<ul> <li>topic and that are grammatica</li> <li>demonstrate correct interpreti appropriate voice quality for th</li> <li>demonstrate the correct a assignments.</li> </ul> Module code: LPRA 324(16) Title: Advanced theory and research Module outcomes Upon successful completion of this interpreting or machine translation and global community; <ul> <li>select and apply interpreting translations;</li> <li>solve unfamiliar concrete an hardware, software and aids and assess the success of sol</li> <li>collect, analyse and synthesis translation; and <ul> <li>communicate theoretical an</li> </ul></li></ul>	ly, using vocabulary, terminology illy and idiomatically correct and pu- ing techniques during interpreting ne equipment and correct use of the pplication of ethical principles <b>Semester 2</b> <u>n: Interpreting or machine translation</u> module the learner should be able and systematic understanding of k- ation; g of the role of interpreting or machine g or machine translation tools a iques and procedures, in product nd abstract subtitling and interpre- for language practice together with lutions; ise quantitative and qualitative inf	and register that are suitable for the re; assignments with respect to fluency, e equipment; and of interpreting during interpreting <b>NQF level: 7</b> on to: key terms, concepts and principles in chine translation in the South African and techniques, as well as general cing basic interpreting and machine eting problems by using appropriate th sophisticated theoretical reflection, formation on interpreting or machine regard to interpreting or machine

Nodule code: PHIL211(16)	Semester 1	NQF-level: 6
Title: Reality and knowledge		
Module outcomes:		
After completion of this module, s	tudents should have a:	
<ul> <li>sound knowledge base o</li> </ul>	f a philosophy on the nature of r	reality, with particular attention to the
relationship between a ph	nilosophy 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.
Students will also be able to use	suitable philosophical concepts and	methods in order to:
<ul> <li>form their own opinion</li> </ul>	about the nature of reality from	a firm philosophical (e.g. Christian)
perspective		
<ul> <li>apply their knowledge basis</li> </ul>	s and personal view	
<ul> <li>prepare a typically philoso</li> </ul>	phical report on their new knowledge	e and views.
Module code: PHIL221(16)	Semester 2	NQF-level 6
Title: History of Philosophy		
Module outcomes:		
	tudents should be able to demonst	rate a sound knowledge base of ideas,
	istory of Western thought in the forn	
		(e.g. rationality, nature/culture, order,
competition/conflict); or	interest in the metery of mought	(eigi fationality, fiataro, cataro, ciaci,
	ancient Greeks Middle Ages) pro	ominent figures, (e.g. Plato, Kant), and
	ethics) in the history of philosophy;	
	se suitable forms of philosophical re	
		Christian) perspective about the ideas
	of philosophy which they have studie	
<ul> <li>apply their knowledge and</li> </ul>		,
	phical report of their knowledge, view	ws and applications.
Module code: PSYC111(12)	Semester 1	NQF-level: 5
Title: Introduction to Psychology		
The introduction to r sychology		
Module outcomes:		
After completion of this module st		
cognitive, emotional and	motivational processes, as well	man functioning, including biological, as their interrelationship, human and
human development;		ted in abnormal behaviour and optimal
<ul> <li>demonstrate understandin well-defined situations in the situation of the situ</li></ul>		nctioning in the self and other people in
		an functioning in themselves and other
		y, and by applying relevant literature in
	n individual, written assignment and	
Module code: PSYC121(12)	Semester 2	NQF-level: 5
Title: Social and Community Psyc	hology	
Module outcomes:		
After completion of this module st	udents should be able to:	
		perspectives and theories underlying
		terminology in well-defined problems or
		ights, power abuse, corruption, racism
	liticultural context and understandin	
		ation for the writing of assignments,
	ext, within the context of social and	
		ations and solutions both individually or
		of a report or assignment in verbal or
	cribed conventions and formats;	or a report of assignment in verbal of
		in all forms of communication and
interaction with people.		
Module code: PSYC211(16)	Semester 1	NQF-level: 6
	Jeniester	1141 10101.0
Title: Developmental Psychology		
Module outcomes:		
After completion of this module st		
<ul> <li>have a sound knowledge back</li> </ul>	asis of the physical, cognitive, social	I, moral and personality development of

human beings in each stage o	of the life cycle;	
		ture and the concepts, theories and key
		r to communicate information reliably,
coherently and ethically correct		the state information of human
	simulated problems, individually	and synthesise information of human
		the impact which different contexts have
		utrition, over-population, geographical
	and inadequate social and phys	
Module code: PSYC212(16)	Semester 1	NQF-level: 6
Title: Personality Psychology		
Module outcomes:		
After completion of this module stuc	lents should be able to:	
demonstrate in-depth knowle	0	
		are relevant to human functioning;
	or example psychodynamic, hi	umanistic and ecosystemic schools of
thought;	the content and application n	ossibilities of personality theories and
		le literature, and communicate it verbally
	ating the basis of scientific metho	
		ns and case studies by using the most
applicable procedures and	techniques of personality psyc	chology to explain behaviour from the
		ossible solutions, and communicate the
result in a coherent, logical a		
Module code: PSYC221(16)	Semester 2	NQF-level: 6
Title: Positive Psychology		
Module outcomes:		
After completion of this module stud	lents should be able to:	
<ul> <li>have sound knowledge of:</li> <li>the shift from the tradition</li> </ul>	ional pathogonic paradigm to	a solutogonia porspostivo on human
		a salutogenic perspective on human
tunctioning and from the	are to a halanced perspective	on mental health from nathology to
		e on mental health from pathology to
flourishing and its implicati		
flourishing and its implicati - Positive Psychology/Psych - the important concepts, ru	ions for public health care; nofortology as a movement within ules, principles and theories rel	n the field of Psychology, and; ating to psychological health in order to
flourishing and its implicati - Positive Psychology/Psych - the important concepts, ru apply them in the identifica	ons for public health care; nofortology as a movement withir ules, principles and theories rel ation and facilitation of their own	n the field of Psychology, and;
flourishing and its implicati Positive Psychology/Psych the important concepts, ru apply them in the identifica within a multicultural conte	ions for public health care; hofortology as a movement within ules, principles and theories rel ation and facilitation of their own ext;	n the field of Psychology, and; ating to psychological health in order to functioning and the functioning of others
flourishing and its implicati Positive Psychology/Psych the important concepts, rr apply them in the identifica within a multicultural conte demonstrate the ability to so	ons for public health care; nofortology as a movement within ules, principles and theories rel ation and facilitation of their own wt; olve well-defined but unfamiliar	n the field of Psychology, and; lating to psychological health in order to functioning and the functioning of others problems relating to psychological and
flourishing and its implicati Positive Psychology/Psych the important concepts, rr apply them in the identifica within a multicultural conte demonstrate the ability to s psychosocial health, using a	ons for public health care; tofortology as a movement within ules, principles and theories relation and facilitation of their own ext; olve well-defined but unfamiliar ppropriate procedures and soun	n the field of Psychology, and; ating to psychological health in order to functioning and the functioning of others problems relating to psychological and d evidence drawn from a critical analysis
<ul> <li>flourishing and its implicati</li> <li>Positive Psychology/Psych</li> <li>the important concepts, rr apply them in the identifica within a multicultural conte</li> <li>demonstrate the ability to so psychosocial health, using a of different theories within F</li> </ul>	ons for public health care; nofortology as a movement within ules, principles and theories rel- ation and facilitation of their own ext; olve well-defined but unfamiliar ppropriate procedures and soun Positive Psychology/Psychoforto	n the field of Psychology, and; ating to psychological health in order to functioning and the functioning of others problems relating to psychological and d evidence drawn from a critical analysis plogy, and communicate the information
<ul> <li>flourishing and its implicati</li> <li>Positive Psychology/Psych</li> <li>the important concepts, rr apply them in the identifica within a multicultural conte</li> <li>demonstrate the ability to so psychosocial health, using a of different theories within F</li> </ul>	ons for public health care; nofortology as a movement within ules, principles and theories rel- ation and facilitation of their own ext; olve well-defined but unfamiliar ppropriate procedures and soun Positive Psychology/Psychoforto	n the field of Psychology, and; ating to psychological health in order to functioning and the functioning of others problems relating to psychological and d evidence drawn from a critical analysis
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<ul> <li>flourishing and its implicati</li> <li>Positive Psychology/Psych</li> <li>the important concepts, rr apply them in the identifica within a multicultural conte</li> <li>demonstrate the ability to so psychosocial health, using ap of different theories within F reliably and coherently, bot reasoning;</li> <li>apply your knowledge of and level in an ethically and culture</li> </ul>	ons for public health care; noforology as a movement within ules, principles and theories rel- ation and facilitation of their own wit; olve well-defined but unfamiliar ppropriate procedures and soun Positive Psychology/Psychoforto th orally and in writing, thus p t insight into Positive Psychology rrally sensitive way for collective	n the field of Psychology, and; ating to psychological health in order to functioning and the functioning of others problems relating to psychological and d evidence drawn from a critical analysis ology, and communicate the information providing proof of effective and critical y/Psychofortology at individual and social and individual value systems.
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<ul> <li>flourishing and its implicati</li> <li>Positive Psychology/Psych</li> <li>the important concepts, rr apply them in the identifica within a multicultural conte</li> <li>demonstrate the ability to so psychosocial health, using ap of different theories within F reliably and coherently, bot reasoning;</li> <li>apply your knowledge of and level in an ethically and culture</li> </ul>	ons for public health care; noforology as a movement within ules, principles and theories rel- ation and facilitation of their own wit; olve well-defined but unfamiliar ppropriate procedures and soun Positive Psychology/Psychoforto th orally and in writing, thus p t insight into Positive Psychology rrally sensitive way for collective	n the field of Psychology, and; ating to psychological health in order to functioning and the functioning of others problems relating to psychological and d evidence drawn from a critical analysis ology, and communicate the information providing proof of effective and critical y/Psychofortology at individual and social and individual value systems.
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flourishing and its implicati Positive Psychology/Psych the important concepts, ru apply them in the identificat within a multicultural conte demonstrate the ability to se psychosocial health, using a of different theories within F reliably and coherently, bot reasoning; apply your knowledge of and level in an ethically and cultu Module code: PSYC311(16) Title: Psychopathology Module outcomes: After completion of this module stuc emonstrate full and system	ons for public health care; nofortology as a movement within ules, principles and theories rel ation and facilitation of their own ext; olve well-defined but unfamiliar ppropriate procedures and soun Positive Psychology/Psychoforto th orally and in writing, thus p insight into Positive Psychology rally sensitive way for collective Semester 1 dents should be able to: atic knowledge of psychological	n the field of Psychology, and; ating to psychological health in order to functioning and the functioning of others problems relating to psychological and d evidence drawn from a critical analysis ology, and communicate the information providing proof of effective and critical y/Psychofortology at individual and social and individual value systems.
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Module code: PSYC312(16)	Semester 1	NQF-level: 7
Title: Psychometrics and Research		
Module outcomes:		
After completion of this module stude	ents should be able to:	
explain the nature and pro	ocesses of psychological evalu	uation as embedded in the various
perspectives on reality and hu	Iman functioning;	
		of psychological tests, and be able to
	and in writing) how tests and test	
		heir psychometric characteristics, with
due consideration of the ethic		
		Is in diverse populations by means of
appropriate standards and no		arch process for both guantitative and
<ul> <li>demonstrate concerent and in qualitative research from the</li> </ul>		earch process for both quantitative and
		h virtual and other sources for the
completion of tasks such as a		In virtual and other sources for the
		an independent opinion based on
	ite a report based on the APA co	
Module code: PSYC321(16)	Semester 2	NQF-level: 7
Title: Basic Counselling and Ethical		
Module outcomes:		
After completion of this module stude	ents should be able to:	
		erapeutic process, typical counselling
		and posttraumatic counselling) and the
		inderstanding of the relevant concepts,
		efined complex problem situations and
ethical problems in case studi		
<ul> <li>analyse case studies or exam</li> </ul>	ples (individually or in group cor	ntext), form their own opinion based on
theoretical grounds, and com	municate the result in a report a	ccording to the prescribed conventions
of the discipline;		
		I code of conduct in all forms of
	n, with due awareness of human	- ž
Module code: PSYC322(16)	Semester 2	NQF-level: 7
Title: Applied Psychology		
Module outcomes:		
After completion of this module stude		
		oning at all levels of development in a
	itate it in an integrated way in pra	
	inding of perspectives on huma	n functioning from their own coherent
world view;		
		r gathering qualitative and quantitative
		ability to deal with unfamiliar, concrete
		olutions and theory-driven arguments;
	ed value system and ethical cond	duct in all forms of communication and
interaction;	applicable in Revebelogy in all f	arma of communication
Module code: SASL111	applicable in Psychology, in all fo Semester 1	NQF-level: 5
Title: South African Sign Language a	and Cultural Studies for the Dear	
Module outcomes:	module, the student should be a	
On the successful completion of this		
	ge of the South African Sign Lang	guage vocabulary, including finger
language/manual alphabet;		
	Sign Language sentence constru	uctions to conduct a basic
conversation; and		
	hin the framework of a socio-cultu	ural model for disability, as
recommended by the governmended by the governm	nent policy for the disabled	

Module code: SASL121	Semester 2	NQF-level: 5
Title: South African Sign Language a	nd Cultural Studies for the Deaf 2	
Module outcomes:		
On the successful completion of this	module, the student should be ab	le to
<ul> <li>engage in a basic conversation</li> </ul>	n with a deaf person and to use s	uitable conversation strategies;
<ul> <li>demonstrate an understanding deaf community; and</li> </ul>	g of the basic cultural rules and de	esignation practices of the
<ul> <li>demonstrate a basic understa language and spoken language</li> </ul>	nding of the differences and corre ge	spondences between sign
Module code: WVCS221(12)	Semester 2	NQF-level: 6
Title: Understanding the Cultural Wo	orld	
<ul> <li>Science and the role of Philoso</li> <li>integrate the above-mentioned suitable format within an acception</li> </ul>	nd extensive understanding of t pphy in the scientific-theological di d knowledge so as to communic table ethical framework; g of the consequences of such	ate reality as a coherent variety in a knowledge for Christian thought and

Reformed Theology in particular, and analyse and apply it in order to solve a well-defined problem.

## T.14.2 MODULES PRESENTED BY THE FACULTY OF THEOLOGY

Module code: ANTS671 (30)	Semester 1-2	NQF-level: 8
Title: Ancient Languages Mini Disser		
Module outcomes:		
After completion of this module, stud	ents should be able to:	
<ul> <li>critical understanding of key te</li> <li>critically analyse and synthesis research in an ancient languag present the result in various for</li> </ul>	and profound knowledge of research rms, rules, concepts, principles and ie this knowledge through independe le in support of key terms, rules, con rmats; ting to research of an ancient langua	theories in this regard; ent analysis of themes relating to cepts, principles and theories;
<ul> <li>show conceptual precision with data collection, organisation, cl</li> </ul>	n regard to research of an ancient lar ritical analysis and interpretation; at or present a hypothesis in the form	nguage by means of a process of
coherent argument in one of th		, <b>ig</b>
Module code: ANTS672 (8)	Semester 1	NQF-level: 8
Title: Textual Methodology for Ancier	nt Languages	
Module outcomes: After completion of this module, stud	ents should be able to:	
<ul> <li>and Literature with coherent ar theories in the study of Ancient</li> <li>critically analyse and synthesis</li> </ul>	e this knowledge through independe erature in support of key terms, rules	s, rules, concepts, principles and ent analysis of themes relating to
<ul> <li>identify complex problems related as the show conceptual precision with process of data collection, organization of the show conceptual process of data collection, organization of the show conceptual process of data collection of the show conceptual process of the show conceptual proces of the show conceptual process of the show conceptual process o</li></ul>	in the study of Linguistics and Li n regard to the study of Linguistics ar anisation, critical analysis and interpr at or present a hypothesis in the form	nd Literature by means of a retation;
	ntext through the use of individual or	
Module code: ARAB111 (12)	Semester 1	NQF-level: 5
Title: Arabic I		
understanding of key terms, rul phonetics: shaping and phonology: relationship morphology: combinati verbs, nouns, adjective syntax: way in which Arabic; and semantics: the thema understanding the cont	I mastery of the infrastructure of the les, concepts, principles and theories d articulation of Arabic speech sound b between the sound system and ling ion of discrete meaningful units in v es, prepositions, conjunctions, advert words are combined to build phra- tic roles and minimum contribution	s relating to ls; juistic units of Arabic; words/word structure of (regular) os and existence particles; ases, clauses and sentences in n of a word or construction to
key terms, rules, concepts prin		

Module code: ARAB121 (12)	Semester 2	NQF-level: 5
Title: Arabic II		
<ul> <li>Module outcomes:</li> <li>After completion of this modules, sture</li> <li>have basic knowledge of the interms, rules, concepts, principle study:</li> <li>morphology: combinatitypes of verbs, nouns,</li> <li>syntax: way in which sentences;</li> <li>semantics: the thema understanding the cont</li> <li>be able to analyse, synthesis</li> </ul>	Afrastructure of Arabic grammar with es and theories relating to the follow on of discrete meaningful units in adjectives, prepositions, conjunction words are combined in Arabic tic roles and minimum contribution ext of Arabic texts; e and evaluate the existing know	words/word structure of language words/word structure of different ns, and adverbs; to form phrases, clauses and on of a word or construction to vledge through the analysis and
<ul><li>coordinate and subordinate con</li><li>be able to solve simple cohere</li></ul>	minal, interrogative, imperative an mpound sentences in a prescribed nt Arabic texts stated as well-defin d define words in their contextual s	format, both orally and in writing; ed problems by means of regular
Module code: ARAB211 (16)	Semester 1	NQF-level: 6
Title: Arabic III		-
<ul> <li>key terms, rules, concepts, p language study:</li> <li>semantics: describe a definition of the meanin by consulting dictionar</li> <li>pragmatics: indicate n influenced the interpret</li> <li>be able to select and apply semantic analysis, translation Arabic text in an appropriate traditional models of interpretat</li> </ul>	e infrastructure of Arabic gramma rinciples and theories relating to nd apply the basic principles of g of a word used in a specific con- ies and lexica; nethodologically to what extent th ation of the meaning of a word; this knowledge effectively through and contextual interpretation of a e format; analyse and synthesise ion.	the following linguistic levels of the semantics of Arabic in the text in an Arabic text, for instance the Ancient Near Eastern context in the morphologic, syntactic and coherent extract from a selected
Module code: ARAB221 (16)	Semester 2	NQF-level: 6
<ul><li>the thought processes leading</li><li>be able to select and apply</li></ul>	he infrastructure of Arabic gramma to the understanding of the Arabic of this knowledge effectively through contextual interpretation and synt	conceptual language system;
Module code: ARAB311 (32)	Semester 1	NQF-level: 7
<ul> <li>understanding of key terms, ruliterary levels of language stud</li> <li>be able to select and apply the language study</li> </ul>	atic knowledge of the structure oules, concepts, principles and the	pries relating to the linguistic and the identification of the rhetorical

Module code: ARAB321 (32)	Semester 2	NQF-level: 7
Title: Arabic VI		
Module outcomes:		
After completion of this module stude		
	atic knowledge of the infrastructure of Arab rules, concepts, principles and theories rela	
literary levels of language stud		alling to the iniguistic and
	is knowledge effectively in a comparative I	iterature study of Ancient
	t types of the Koran presented in the prescr	
Module code: BARC211 (16)	Semester 1	NQF-level: 6
Title: Biblical Archaeology I	-	-
Module outcomes:		
After completion of this module stude		
	e field of biblical archaeology;	
	the archaeological eras of biblical times ar	nd the excavation process of
a tell;	d interpretation of the material heritage t	hereof and be familiar with
modern theories in this regard		
Module code: BARC221 (16)	Semester 2	NQF-level: 6
Title: Biblical Archaeology II		
Module outcomes:		
After completion of this module stude		
5	e translations of Biblical texts which relate	to archaeological texts from
the Ancient Near East;		
	f the value of the sociocultural milieu and ma	aterial heritage of the people
	rtain artefacts that have been excavated;	
	etween biblical and extrabiblical versions of	shared cultural and
religious articles from the Anc		
<ul> <li>be able to identify the problem</li> </ul>	ns relating to the historical value of archaeol	logy and be familiar with
		-9,
modern theories in this regard	d.	
modern theories in this regard Module code: BIBB111 (12)		NQF-level: 5
modern theories in this regard Module code: BIBB111 (12) Title: Background study of the Bible	d.	
modern theories in this regard Module code: BIBB111 (12) Title: Background study of the Bible Module outcomes:	d. Semester 1	
modern theories in this regard Module code: BIBB111 (12) Title: Background study of the Bible Module outcomes: After completion of this module stude	d. Semester 1 ents should:	NQF-level: 5
Module code:         BIBB111 (12)           Title:         Background study of the Bible           Module outcomes:         After completion of this module stude           •         display a broad knowledge	d. Semester 1	NQF-level: 5
modern theories in this regard Module code: BIBB111 (12) Title: Background study of the Bible Module outcomes: After completion of this module stude • display a broad knowledge of nations;	d. Semester 1 ents should:	NQF-level: 5
modern theories in this regard Module code: BIBB111 (12) Title: Background study of the Bible Module outcomes: After completion of this module stude of display a broad knowledge of nations; know precisely where and wh understand and evaluate the	d. Semester 1 ents should: of the geography and politics of the Anci- iat Israel and the neighbouring nations were history of Israel and its neighbours;	NQF-level: 5 ent Near East and resident
modern theories in this regard Module code: BIBB111 (12) Title: Background study of the Bible Module outcomes: After completion of this module stude of display a broad knowledge of nations; know precisely where and wh understand and evaluate the	d. Semester 1 ents should: of the geography and politics of the Anci- at Israel and the neighbouring nations were	NQF-level: 5 ent Near East and resident
modern theories in this regard Module code: BIBB111 (12) Title: Background study of the Bible Module outcomes: After completion of this module stude of display a broad knowledge of nations; know precisely where and wh understand and evaluate the	d. Semester 1 ents should: of the geography and politics of the Ancie at Israel and the neighbouring nations were history of Israel and its neighbours; ne evaluation of biblical texts in the context of	NQF-level: 5 ent Near East and resident
modern theories in this regard Module code: BIBB111 (12) Title: Background study of the Bible Module outcomes: After completion of this module stude odisplay a broad knowledge nations; know precisely where and wh understand and evaluate the show basic research skill in th Module code: BYBL111(8) Title: Introduction to the Bible and its	d. Semester 1 ents should: of the geography and politics of the Ancie at Israel and the neighbouring nations were history of Israel and its neighbours; ne evaluation of biblical texts in the context of Semester 1 NQF-	NQF-level: 5 ent Near East and resident ; of the history of Israel.
modern theories in this regard Module code: BIBB111 (12) Title: Background study of the Bible Module outcomes: After completion of this module stude or display a broad knowledge nations; know precisely where and wh understand and evaluate the show basic research skill in th Module code: BYBL111(8) Title: Introduction to the Bible and its Module outcomes:	d. Semester 1 ents should: of the geography and politics of the Ancie at Israel and the neighbouring nations were history of Israel and its neighbours; ne evaluation of biblical texts in the context of Semester 1 NQF- S World	NQF-level: 5 ent Near East and resident ; of the history of Israel.
modern theories in this regard Module code: BIBB111 (12) Title: Background study of the Bible Module outcomes: After completion of this module stude • display a broad knowledge of nations; • know precisely where and wh • understand and evaluate the • show basic research skill in th Module code: BYBL111(8) Title: Introduction to the Bible and its Module outcomes: Section 1 (4): Introduction to the	d. Semester 1 ents should: of the geography and politics of the Ancie istal Israel and the neighbouring nations were history of Israel and its neighbours; ne evaluation of biblical texts in the context of Semester 1 NQF- SWORID Old Testament and its World	NQF-level: 5 ent Near East and resident ; of the history of Israel.
modern theories in this regard Module code: BIBB111 (12) Title: Background study of the Bible Module outcomes: After completion of this module stude outcomes: After completion of this module stude outcomes: know precisely where and wh understand and evaluate the show basic research skill in the Module code: BYBL111(8) Title: Introduction to the Bible and its Module outcomes: Section 1 (4): Introduction to the At the end of this section of the module	d. Semester 1 ents should: of the geography and politics of the Ancie at Israel and the neighbouring nations were history of Israel and its neighbours; ne evaluation of biblical texts in the context of Semester 1 NQF- World Old Testament and its World ule, students should be able to:	NQF-level: 5 ent Near East and resident ; of the history of Israel. level: 5
modern theories in this regard Module code: BIBB111 (12) Title: Background study of the Bible Module outcomes: After completion of this module stude odisplay a broad knowledge of nations; know precisely where and wh understand and evaluate the show basic research skill in th Module code: BYBL111(8) Title: Introduction to the Bible and its Module outcomes: Section 1 (4): Introduction to the At the end of this section of the module odisplay basic knowledge and i Testament, literary genres of	d.  Semester 1  ents should: of the geography and politics of the Ancie at Israel and the neighbouring nations were history of Israel and its neighbours; ne evaluation of biblical texts in the context of Semester 1 NQF- World Old Testament and its World ule, students should be able to: ntelligent understanding of the history of Is the Old Testament, and the current form	NQF-level: 5 ent Near East and resident ; of the history of Israel. level: 5 rael as described in the Old
modern theories in this regard Module code: BIBB111 (12) Title: Background study of the Bible Module outcomes: After completion of this module stude • display a broad knowledge of nations; • know precisely where and wh • understand and evaluate the • show basic research skill in th Module code: BYBL111(8) Title: Introduction to the Bible and its Module outcomes: Section 1 (4): Introduction to the At the end of this section of the modi • display basic knowledge and i Testament, literary genres of Testament as a collection of bo	d.  Semester 1  ents should: of the geography and politics of the Ancie at Israel and the neighbouring nations were history of Israel and its neighbours; he evaluation of biblical texts in the context of Semester 1 NQF- World  Old Testament and its World ule, students should be able to: ntelligent understanding of the history of Is the Old Testament, and the current form books;	NQF-level: 5 ent Near East and resident ; of the history of Israel. level: 5 rael as described in the Old and composition of the Old
modern theories in this regard Module code: BIBB111 (12) Title: Background study of the Bible Module outcomes: After completion of this module stude • display a broad knowledge of nations; • know precisely where and wh • understand and evaluate the • show basic research skill in the Module code: BYBL111(8) Title: Introduction to the Bible and its Module outcomes: Section 1 (4): Introduction to the At the end of this section of the modi • display basic knowledge and in Testament, literary genres of Testament as a collection of be • have an overview of the culturation	d. Semester 1 Semester 1 Set the geography and politics of the Ancie at Israel and the neighbouring nations were history of Israel and its neighbours; ne evaluation of biblical texts in the context of Semester 1 NQF- SWorld Old Testament and its World ule, students should be able to: ntelligent understanding of the history of Is the Old Testament, and the current form poks; al-historical background of the Old Testame	NQF-level: 5 ent Near East and resident ; of the history of Israel. level: 5 rael as described in the Old and composition of the Old nt;
modern theories in this regard Module code: BIBB111 (12) Title: Background study of the Bible Module outcomes: After completion of this module stude • display a broad knowledge of nations; • know precisely where and wh • understand and evaluate the • show basic research skill in the Module code: BYBL111(8) Title: Introduction to the Bible and its Module outcomes: Section 1 (4): Introduction to the At the end of this section of the module • display basic knowledge and in Testament, literary genres of Testament as a collection of be • have an overview of the culturar • display intelligent understandir	d. Semester 1 Semester 1 Set the geography and politics of the Ancie at Israel and the neighbouring nations were history of Israel and its neighbours; he evaluation of biblical texts in the context of Semester 1 NQF- SWorld Old Testament and its World ule, students should be able to: ntelligent understanding of the history of Is the Old Testament, and the current form poks; al-historical background of the Old Testamen and of the importance, origin, nature, authority	NQF-level: 5 ent Near East and resident ; of the history of Israel. level: 5 rael as described in the Old and composition of the Old nt; ty and traditional passing on
modern theories in this regard Module code: BIBB111 (12) Title: Background study of the Bible Module outcomes: After completion of this module stude • display a broad knowledge of nations; • know precisely where and wh • understand and evaluate the • show basic research skill in the Module code: BYBL111(8) Title: Introduction to the Bible and its Module outcomes: Section 1 (4): Introduction to the At the end of this section of the module • display basic knowledge and in Testament, literary genres of Testament as a collection of be • have an overview of the culturar • display intelligent understandir	d. Semester 1 Semester 1 Set the geography and politics of the Ancie at Israel and the neighbouring nations were history of Israel and its neighbours; ne evaluation of biblical texts in the context of Semester 1 NQF- SWorld Old Testament and its World ule, students should be able to: ntelligent understanding of the history of Is the Old Testament, and the current form poks; al-historical background of the Old Testame	NQF-level: 5 ent Near East and resident ; of the history of Israel. level: 5 rael as described in the Old and composition of the Old nt; ty and traditional passing on
<ul> <li>modern theories in this regard</li> <li>Module code: BIBB111 (12)</li> <li>Title: Background study of the Bible</li> <li>Module outcomes:</li> <li>After completion of this module stude</li> <li>display a broad knowledge of nations;</li> <li>know precisely where and whe</li> <li>understand and evaluate the</li> <li>show basic research skill in the</li> <li>Module outcomes:</li> <li>Module code: BYBL111(8)</li> <li>Title: Introduction to the Bible and its</li> <li>Module outcomes:</li> <li>Section 1 (4): Introduction to the</li> <li>At the end of this section of the module</li> <li>display basic knowledge and i</li> <li>Testament, literary genres of Testament as a collection of both have an overview of the culturate</li> <li>display intelligent understanding of the canonical books of the regard;</li> </ul>	d. Semester 1 Semester 1 Set the geography and politics of the Ancie at Israel and the neighbouring nations were history of Israel and its neighbours; he evaluation of biblical texts in the context of Semester 1 NQF- SWorld Old Testament and its World ule, students should be able to: ntelligent understanding of the history of Is the Old Testament, and the current form poks; al-historical background of the Old Testamen and of the importance, origin, nature, authority	NQF-level: 5 ent Near East and resident ; of the history of Israel. level: 5 rael as described in the Old and composition of the Old nt; ty and traditional passing on d their own viewpoint in this
<ul> <li>modern theories in this regard</li> <li>Module code: BIBB111 (12)</li> <li>Title: Background study of the Bible</li> <li>Module outcomes:</li> <li>After completion of this module stude</li> <li>display a broad knowledge of nations;</li> <li>know precisely where and wh</li> <li>understand and evaluate the lesshow basic research skill in the</li> <li>show basic research skill in the</li> <li>Module outcomes:</li> <li>Section 1 (4): Introduction to the Bible and its</li> <li>Module outcomes:</li> <li>Section 1 (4): Introduction to the culturate of this section of the mode</li> <li>display basic knowledge and in Testament, literary genres of Testament as a collection of bo</li> <li>have an overview of the culturate</li> <li>display intelligent understandir of the canonical books of the regard;</li> <li>explain and defend their own p</li> <li>present the above-mentioned</li> </ul>	Semester 1         ents should:         of the geography and politics of the Ancient         istory of Israel and its neighbouris;         ne evaluation of biblical texts in the context of         Semester 1       NQF-         SWorld         Old Testament and its World         ule, students should be able to:         ntelligent understanding of the history of Is         the Old Testament, and the current form         poks;         al-historical background of the Old Testament         of the importance, origin, nature, authorif         Old Testament, and to define and defence         possitions relating to the nature of the I	NQF-level: 5 ent Near East and resident ; of the history of Israel. level: 5 rael as described in the Old and composition of the Old nt; ty and traditional passing on a their own viewpoint in this books of the Old Testament;
<ul> <li>modern theories in this regard</li> <li>Module code: BIBB111 (12)</li> <li>Title: Background study of the Bible</li> <li>Module outcomes:</li> <li>After completion of this module stude</li> <li>display a broad knowledge of nations;</li> <li>know precisely where and wh</li> <li>understand and evaluate the lesshow basic research skill in the</li> <li>Module outcomes:</li> <li>Module code: BYBL111(8)</li> <li>Title: Introduction to the Bible and its</li> <li>Module outcomes:</li> <li>Section 1 (4): Introduction to the and the display basic knowledge and in Testament, literary genres of Testament as a collection of boot have an overview of the cultura</li> <li>display intelligent understanding of the canonical books of the regard;</li> <li>explain and defend their own persent the above-mentioned synthesise and evaluate data and section and s</li></ul>		NQF-level: 5 ent Near East and resident ; of the history of Israel. level: 5 rael as described in the Old and composition of the Old nt; ty and traditional passing on it their own viewpoint in this books of the Old Testament;
modern theories in this regard Module code: BIBB111 (12) Title: Background study of the Bible Module outcomes: After completion of this module stude display a broad knowledge of nations; know precisely where and wh understand and evaluate the show basic research skill in th Module code: BYBL111(8) Title: Introduction to the Bible and its Module outcomes: Section 1 (4): Introduction to the At the end of this section of the module display basic knowledge and i Testament, literary genres of Testament as a collection of be have an overview of the culturated display intelligent understandir of the canonical books of the regard; explain and defend their own p present the above-mentioned synthesise and evaluate data as Section 2 (4): Introduction to the		NQF-level: 5 ent Near East and resident ; of the history of Israel. level: 5 rael as described in the Old and composition of the Old nt; ty and traditional passing on a their own viewpoint in this books of the Old Testament;
<ul> <li>modern theories in this regard</li> <li>Module code: BIBB111 (12)</li> <li>Title: Background study of the Bible</li> <li>Module outcomes:</li> <li>After completion of this module stude</li> <li>display a broad knowledge of nations;</li> <li>know precisely where and whe</li> <li>understand and evaluate the let</li> <li>show basic research skill in th</li> <li>Module outcomes:</li> <li>Section 1 (4): Introduction to the</li> <li>At the end of this section of the module</li> <li>display basic knowledge and it</li> <li>Testament, literary genres of Testament, literary genres of Testament, literary genres of the regard;</li> <li>explain and defend their own persent the above-mentioned synthesise and evaluate data a Section 2 (4): Introduction to the</li> </ul>		NQF-level: 5 ent Near East and resident ; of the history of Israel. level: 5 rael as described in the Old and composition of the Old nt; ty and traditional passing on d their own viewpoint in this books of the Old Testament; and in writing; and collect,

Testament;		
<ul> <li>analyse, synthesise, interpret</li> <li>solve well-defined problems v</li> </ul>	and apply such knowledge within	an acceptable ethical framework;
Module code: BYBL122(20)	Semester 2	NQF-level: 5
Title: New Testament: Introduction		
Module outcomes:	to interpretation, the Gospels in re	
At the end of this module, students	should be able to:	
		principles and methods of interpreting
		of them, the Revelation History of the
	Synoptic Gospels, and problems r	
<ul> <li>analyse, synthesise, interpret</li> <li>solve well-defined problems v</li> </ul>	and apply such knowledge within	an acceptable ethical framework;
Module code: BYBL212(16)	Semester 1	NQF-level: 6
		estament; narrative and judicial texts,
Pentateuch		
Module outcomes:		
Section 1 (8): Introduction to Int		t
At the end of this section of the mo-		
<ul> <li>display in-depth and extensive and judicial texts;</li> </ul>	understanding of valid exegetic m	nethodology, concentrating on narrative
	e principles of Reformed scriptural	interpretation (exegesis):
		cal-critical approaches, in terms of the
above-mentioned exegetic prin		•••
		g on narratives, by means of suitable
Bible translations, and focus perspective;	ing on Reformed Bible study a	nd counselling from a Reformational
	aids in the process of exercesis	for instance computer-based aids and
footnotes in recent Bible transl		
	results of the exegesis in a useful	and suitable IT format.
Section 2 (8): The Pentateuch		
At the end of this section of the mo		ritical understanding of the Dentstauch
		ritical understanding of the Pentateuch ection, and perform independent critical
		e origin, background and message of
these books;		,
	t on the origin and message of the	ese books and communicate it in group
discussions;	ical framework on the basis of the	Old Testement with an esitis reference
	il and ceremonial laws in the Penta	Old Testament with specific reference
Module code: BYBL222(16)	Semester 2	NQF-level: 6
		v of the Books of the New Testament
Module outcomes:		
Section 1 (6): Revelation History		
At the end of this section of the mo		
<ul> <li>display in-depth knowledge</li> <li>"Kingdom" in the New Testan</li> </ul>		f the central concepts "Gospel" and
0	,	ply and communicate the results for
		nat, all within an ethically acceptable
framework.		
Section 2 (6): Thematic Overview		
At the end of this section of the mo- display in-depth knowledge		the reasons for and the purpose and
		tts, the Pauline Epistles, the General
	writings (including Revelations);	,
		tents of each of the above-mentioned
	present it in a suitable IT format;	
		bove-mentioned books which may be esise the themes critically and present
	nat, all within an ethically acceptab	
	iai, an initial an oundary acceptab	

Module code: BYBL312(20)	Semester 1	NQF-level: 7
Title: Brenhetie, Deetie and Wieder	Literature	

Title: Prophetic, Poetic and Wisdom Literature

### Module outcomes:

#### Section 1 (7): Latter 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 and message of the Latter (Writing) Prophets, the hermeneutics of African Theology, and the importance of the Old Testament in dealing with current topical 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 exegetic 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 exegetic 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.

Module code: DOGM211(16)	Semester 1	NQF-level: 6
Title: Dogmatics: From the Doctrine	of Scripture to the Doctrine of Sin	
<ul> <li>Revelation, God, Creation, Antl</li> <li>select such knowledge effective</li> <li>both orally and in writing, withing</li> <li>use critical collection skills to set</li> </ul>	the character and content of Dog hropology and Sin; vely and critically, and apply and c n the framework of the Reformationa olve well-defined familiar and unfam tics, all within an ethically acceptable	communicate it in suitable formats, I doctrine; iliar problems relating to the above- e framework.
Module code: DOGM221(16)	Semester 2	NQF-level: 6
Title: Dogmatics: Christology to Esch	atology	
1, 1, 5, 1, 5,		natics, Christology, Pneumatology,

- 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 abovementioned doctrines of Dogmatics, all within an ethically acceptable framework.

WIO	dule code: DOGM311(16)	Semester 1	NQF-level: 7
Title	: Dogmatics: Modern Theologia	ns and their Value for Practical Minis	stry
Mod	dule outcomes:		
At t	he end of this module, students s		
•			eological viewpoints of a number of
	influential modern theologians		
•			bly and communicate it in suitable
		ing, within the framework of the Refo	
•			ar, concrete and abstract questions
	mentioned theological schools	d to the Reformed Confession and T	neology by members of the above-
Mo	¥	Semester 2	NQF-level: 7
			NQF-level. /
	e: Dogmatics: The Institution of ( dule outcomes:	Jaivin	
	he end of this module, students s	should be able to:	
A			in as an introduction to Reformed
•	Dogmatics;	allowledge of the theology of Carrier	III ds an introduction to reformed
		adde and communicate it effectively	in suitable formats, both orally and
	in writing, within the framework		
•			esis to solve well-defined unfamiliar
		hin an ethically acceptable framewor	
Mor		Semester 2	NQF-level: 8
Title	: Doctrine of Scripture to the Do	ctrine of Sin	
	dule outcomes:		
	he end of this module, students s	should be able to:	
•			and content of Dogmatics and the
Į	doctrines on Revelation, God,	Creation, Anthroplogy and Sin;	-
•			unicate it in suitable formats, both
Į		framework of Reformational Theolog	
•		h, address problems relating to the	
	by means of effective collectio	in skills, all within an ethically accent	able framework
	dule code: DOGM672(16)	Semester 1	NQF-level: 8
Title	dule code: DOGM672(16) e: Dogmatics: Fundamentals of [	Semester 1	
Title Esc	dule code: DOGM672(16) e: Dogmatics: Fundamentals of I hatology	Semester 1	NQF-level: 8
Title Esc Mod	dule code: DOGM672(16) e: Dogmatics: Fundamentals of I hatology dule outcomes:	Semester 1 Dogmatics, Doctrine of Scripture to t	NQF-level: 8
Title Esc Mod	dule code: DOGM672(16) Dogmatics: Fundamentals of I hatology dule outcomes: he end of this module, students s	Semester 1 Dogmatics, Doctrine of Scripture to t	NQF-level: 8
Title Esc Mod	Jule code: DOGM672(16)           b: Dogmatics: Fundamentals of I           hatology           dule outcomes:           he end of this module, students s           define the nature and content	Semester 1 Dogmatics, Doctrine of Scripture to t should be able to: of Dogmatics;	NQF-level: 8 the Doctrine of Sin, Christology and
Title Esc Mod	tule code: DOGM672(16) Dogmatics: Fundamentals of I hatology Jule outcomes: he end of this module, students s define the nature and content display sound, systematic kno	Semester 1 Dogmatics, Doctrine of Scripture to t should be able to: of Dogmatics; wledge of the entire field of Reforme	NQF-level: 8 the Doctrine of Sin, Christology and d Dogmatics;
Title Esc Mod	dule code: DOGM672(16) e: Dogmatics: Fundamentals of I hatology Jule outcomes: he end of this module, students s define the nature and content display sound, systematic kno prove the truth of each Locus of	Semester 1 Dogmatics, Doctrine of Scripture to t should be able to: of Dogmatics; wledge of the entire field of Reforme of Dogmatics on the basis of Scripture	NQF-level: 8 the Doctrine of Sin, Christology and ed Dogmatics; re;
Title Esc Mod	dule code: DOGM672(16) e: Dogmatics: Fundamentals of I hatology dule outcomes: he end of this module, students s define the nature and content display sound, systematic kno prove the truth of each Locus of evaluate viewpoints which diff	Semester 1 Dogmatics, Doctrine of Scripture to t should be able to: of Dogmatics; wledge of the entire field of Reforme	NQF-level: 8 the Doctrine of Sin, Christology and ed Dogmatics; re;
Title Esc Mod	dule code: DOGM672(16) e: Dogmatics: Fundamentals of I hatology dule outcomes: he end of this module, students s define the nature and content display sound, systematic kno prove the truth of each Locus of evaluate viewpoints which diffe Reformed Creeds;	Semester 1 Dogmatics, Doctrine of Scripture to t should be able to: of Dogmatics; wledge of the entire field of Reforme of Dogmatics on the basis of Scriptur of Dogmatics carefu	NQF-level: 8 the Doctrine of Sin, Christology and d Dogmatics; re; Ily on the basis of Scripture and the
Title Esc Mod	dule code: DOGM672(16) E: Dogmatics: Fundamentals of I hatology dule outcomes: he end of this module, students s define the nature and content display sound, systematic kno prove the truth of each Locus of evaluate viewpoints which diffi Reformed Creeds; form and substantiate their ow	Semester 1 Dogmatics, Doctrine of Scripture to t should be able to: of Dogmatics; wledge of the entire field of Reforme of Dogmatics on the basis of Scriptur er from Reformed Dogmatics carefu vn opinion on any doctrine in Dogmat	NQF-level: 8 the Doctrine of Sin, Christology and ed Dogmatics; re; Illy on the basis of Scripture and the tics;
Title Esc Mod	dule code: DOGM672(16) e: Dogmatics: Fundamentals of I hatology Jule outcomes: he end of this module, students s define the nature and content display sound, systematic kno prove the truth of each Locus of evaluate viewpoints which diff Reformed Creeds; form and substantiate their ow provide proof of independent	Semester 1 Dogmatics, Doctrine of Scripture to t should be able to: of Dogmatics; wledge of the entire field of Reforme of Dogmatics on the basis of Scriptur er from Reformed Dogmatics carefu vn opinion on any doctrine in Dogmat	NQF-level: 8 the Doctrine of Sin, Christology and d Dogmatics; re; Ily on the basis of Scripture and the
Title Esc Moc At th • •	Jule code: DOGM672(16)           a: Dogmatics: Fundamentals of I           hatology           Jule outcomes:           he end of this module, students s           define the nature and content           display sound, systematic kno           prove the truth of each Locus           evaluate viewpoints which diff           Reformed Creeds;           form and substantiate their ow           provide proof of independent           separate research document.	Semester 1 Dogmatics, Doctrine of Scripture to t should be able to: of Dogmatics; wledge of the entire field of Reforme of Dogmatics on the basis of Scriptur er from Reformed Dogmatics carefu rn opinion on any doctrine in Dogmat and critical research on a specific	NQF-level: 8 the Doctrine of Sin, Christology and d Dogmatics; re; Illy on the basis of Scripture and the tics; topic in the field of Dogmatics in a
Title Esc Moc At tl • • •	dule code: DOGM672(16) e: Dogmatics: Fundamentals of I hatology Jule outcomes: he end of this module, students s define the nature and content display sound, systematic kno prove the truth of each Locus evaluate viewpoints which diff Reformed Creeds; form and substantiate their ow provide proof of independent separate research document. dule code: DOGM811(8)	Semester 1 Dogmatics, Doctrine of Scripture to t should be able to: of Dogmatics; wledge of the entire field of Reforme of Dogmatics on the basis of Scriptur er from Reformed Dogmatics carefu vn opinion on any doctrine in Dogmat	NQF-level: 8 the Doctrine of Sin, Christology and ed Dogmatics; re; Illy on the basis of Scripture and the tics;
Title Esc Moc At th • • • • • • • • • • • •	Jule code: DOGM672(16)           a: Dogmatics: Fundamentals of I           hatology           Jule outcomes:           he end of this module, students st           define the nature and content           display sound, systematic kno           prove the truth of each Locus           evaluate viewpoints which diff           Reformed Creeds;           form and substantiate their ow           provide proof of independent           separate research document.           cule code: DOGM811(8)	Semester 1 Dogmatics, Doctrine of Scripture to t should be able to: of Dogmatics; wledge of the entire field of Reforme of Dogmatics on the basis of Scriptur er from Reformed Dogmatics carefu rn opinion on any doctrine in Dogmat and critical research on a specific	NQF-level: 8 the Doctrine of Sin, Christology and d Dogmatics; re; Ily on the basis of Scripture and the tics; topic in the field of Dogmatics in a
Title Esc At th • • • • • • • • • • • • • • • • •	Jule code: DOGM672(16)           a: Dogmatics: Fundamentals of I           hatology           Jule outcomes:           he end of this module, students s           define the nature and content           display sound, systematic kno           prove the truth of each Locus of           evaluate viewpoints which diff           Reformed Creeds;           form and substantiate their ow           provide proof of independent           separate research document.           Jule code: DOGM811(8)           E: Christology to Eschatology           dule outcomes:	Semester 1 Dogmatics, Doctrine of Scripture to t should be able to: of Dogmatics; wledge of the entire field of Reforme of Dogmatics on the basis of Scriptur er from Reformed Dogmatics carefu on opinion on any doctrine in Dogmat and critical research on a specific Semester 1	NQF-level: 8 the Doctrine of Sin, Christology and d Dogmatics; re; Ily on the basis of Scripture and the tics; topic in the field of Dogmatics in a
Title Esc At th • • • • • • • • • • • • • • • • •	dule code: DOGM672(16)           a: Dogmatics: Fundamentals of I           hatology           dule outcomes:           he end of this module, students s           define the nature and content           display sound, systematic knoiprove the truth of each Locus of           evaluate viewpoints which diff           Reformed Creeds;           form and substantiate their ow           provide proof of independent           separate research document.           dule code: DOGM811(8)           e: Christology to Eschatology           fule outcomes:           he end of this module, students s	Semester 1 Dogmatics, Doctrine of Scripture to t should be able to: of Dogmatics; wedge of the entire field of Reforme of Dogmatics on the basis of Scriptur ier from Reformed Dogmatics carefu on opinion on any doctrine in Dogmat and critical research on a specific Semester 1 should be able to:	NQF-level: 8 the Doctrine of Sin, Christology and d Dogmatics; re; Illy on the basis of Scripture and the tics; topic in the field of Dogmatics in a NQF-level: 9
Title Esc At th • • • • • • • • • • • • • • • • •	Jule code: DOGM672(16)           a: Dogmatics: Fundamentals of I           hatology           Jule outcomes:           he end of this module, students s           define the nature and content           display sound, systematic kno           prove the truth of each Locus s           evaluate viewpoints which diff           Reformed Creeds;           form and substantiate their ow           provide proof of independent           separate research document.           dule code: DOGM811(8)           e: Christology to Eschatology           dule outcomes:           he end of this module, students s           display extensive systematic	Semester 1 Dogmatics, Doctrine of Scripture to t should be able to: of Dogmatics; wledge of the entire field of Reforme of Dogmatics on the basis of Scriptur er from Reformed Dogmatics carefu rn opinion on any doctrine in Dogmat and critical research on a specific Semester 1 should be able to: knowledge as well as coherent un	NQF-level: 8 the Doctrine of Sin, Christology and d Dogmatics; re; Ily on the basis of Scripture and the tics; topic in the field of Dogmatics in a
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Title Esc At th • • • • • • • • • • • • • • • • •	Jule code: DOGM672(16)           a: Dogmatics: Fundamentals of I           hatology           Jule outcomes:           he end of this module, students s           define the nature and content           display sound, systematic kno           prove the truth of each Locus           evaluate viewpoints which diff           Reformed Creeds;           form and substantiate their ow           provide proof of independent           separate research document.           dule code: DOGM811(8)           e: Christology to Eschatology           dule outcomes:           he end of this module, students s           display extensive systematic           Dogmatics: Christology, Pneur           and Eschatology;	Semester 1 Dogmatics, Doctrine of Scripture to t should be able to: of Dogmatics; wledge of the entire field of Reforme of Dogmatics on the basis of Scriptur er from Reformed Dogmatics carefu vn opinion on any doctrine in Dogmat and critical research on a specific Semester 1 should be able to: knowledge as well as coherent un matology, Kingdom (Basileia), Eccle	NQF-level: 8 the Doctrine of Sin, Christology and d Dogmatics; re; lly on the basis of Scripture and the tics; topic in the field of Dogmatics in a NQF-level: 9 derstanding of the following loci in
Title Esc Moc At th • • • • • • • • • • • • • • • • • • •	Jule code: DOGM672(16)           a: Dogmatics: Fundamentals of I           hatology           Jule outcomes:           he end of this module, students s           define the nature and content           display sound, systematic kno           prove the truth of each Locus           evaluate viewpoints which diff           Reformed Creeds;           form and substantiate their ow           provide proof of independent           separate research document.           dule code: DOGM811(8)           e: Christology to Eschatology           dule outcomes:           he end of this module, students s           display extensive systematic           Dogmatics: Christology, Pneur           and Eschatology;	Semester 1 Dogmatics, Doctrine of Scripture to t should be able to: of Dogmatics; wledge of the entire field of Reforme of Dogmatics on the basis of Scriptur er from Reformed Dogmatics carefu rn opinion on any doctrine in Dogmat and critical research on a specific Semester 1 should be able to: knowledge as well as coherent un matology, Kingdom (Basileia), Eccle ally, evaluate it independently, and	NQF-level: 8 the Doctrine of Sin, Christology and d Dogmatics; re; Illy on the basis of Scripture and the tics; topic in the field of Dogmatics in a NQF-level: 9 derstanding of the following loci in siology, Doctrine of the Sacraments
Title Esc At th • • • • • • • • • • • • • • • • •	Jule code: DOGM672(16)           a: Dogmatics: Fundamentals of I           hatology           Jule outcomes:           he end of this module, students st           define the nature and content           display sound, systematic kno           prove the truth of each Locus st           evaluate viewpoints which differ           Reformed Creeds;           form and substantiate their ow           provide proof of independent           separate research document.           dule code: DOGM811(8)           b: Christology to Eschatology           dule outcomes:           he end of this module, students st           display extensive systematic           Dogmatics: Christology;           analyse this knowledge critica           within the framework of Reform           address current problems relation	Semester 1 Dogmatics, Doctrine of Scripture to t should be able to: of Dogmatics; wledge of the entire field of Reforme of Dogmatics on the basis of Scriptur er from Reformed Dogmatics carefu on opinion on any doctrine in Dogmat and critical research on a specific Semester 1 Should be able to: knowledge as well as coherent un matology, Kingdom (Basileia), Eccle ally, evaluate it independently, and mational Theology; ating to the above-mentioned loci by	NQF-level: 8 the Doctrine of Sin, Christology and d Dogmatics; re; Illy on the basis of Scripture and the tics; topic in the field of Dogmatics in a NQF-level: 9 derstanding of the following loci in siology, Doctrine of the Sacraments
Title Esc At th • • • • • • • • • • • • • • • • •	Jule code: DOGM672(16)           a: Dogmatics: Fundamentals of I hatology           bule outcomes:           he end of this module, students se define the nature and content display sound, systematic knop prove the truth of each Locus of evaluate viewpoints which diff Reformed Creeds;           form and substantiate their ow provide proof of independent separate research document.           Jule code: DOGM811(8)           c: Christology to Eschatology           due outcomes:           he end of this module, students se display extensive systematic Dogmatics: Christology, Pneur and Eschatology;           analyse this knowledge criticar within the framework of Reform	Semester 1 Dogmatics, Doctrine of Scripture to t should be able to: of Dogmatics; wledge of the entire field of Reforme of Dogmatics on the basis of Scriptur er from Reformed Dogmatics carefu on opinion on any doctrine in Dogmat and critical research on a specific Semester 1 Should be able to: knowledge as well as coherent un matology, Kingdom (Basileia), Eccle ally, evaluate it independently, and mational Theology; ating to the above-mentioned loci by	NQF-level: 8 the Doctrine of Sin, Christology and d Dogmatics; re; Illy on the basis of Scripture and the tics; topic in the field of Dogmatics in a NQF-level: 9 derstanding of the following loci in siology, Doctrine of the Sacraments communicate it in suitable formats
Title Esc Moc At tl • • • • • • • • • • • • • • • • • • •	Jule code: DOGM672(16)           a: Dogmatics: Fundamentals of I           hatology           Jule outcomes:           he end of this module, students st           define the nature and content           display sound, systematic kno           prove the truth of each Locus st           evaluate viewpoints which differ           Reformed Creeds;           form and substantiate their ow           provide proof of independent           separate research document.           dule code: DOGM811(8)           b: Christology to Eschatology           dule outcomes:           he end of this module, students st           display extensive systematic           Dogmatics: Christology;           analyse this knowledge critica           within the framework of Reform           address current problems relation	Semester 1 Dogmatics, Doctrine of Scripture to t should be able to: of Dogmatics; wledge of the entire field of Reforme of Dogmatics on the basis of Scriptur er from Reformed Dogmatics carefu on opinion on any doctrine in Dogmat and critical research on a specific Semester 1 Should be able to: knowledge as well as coherent un matology, Kingdom (Basileia), Eccle ally, evaluate it independently, and mational Theology; ating to the above-mentioned loci by	NQF-level: 8 the Doctrine of Sin, Christology and d Dogmatics; re; Illy on the basis of Scripture and the tics; topic in the field of Dogmatics in a NQF-level: 9 derstanding of the following loci in siology, Doctrine of the Sacraments communicate it in suitable formats
Title Esc Moc At tl • • • • • • • • • • • • • • • • • • •	Jule code: DOGM672(16)           a: Dogmatics: Fundamentals of I           hatology           Jule outcomes:           he end of this module, students st           define the nature and content i           display sound, systematic kno           prove the truth of each Locus i           evaluate viewpoints which diff           Reformed Creeds;           form and substantiate their ow           provide proof of independent           separate research document.           dule code: DOGM811(8)           e: Christology to Eschatology           tule outcomes:           he end of this module, students st           display extensive systematic           Dogmatics: Christology, Pneur           and Eschatology;           analyse this knowled critica           within the framework of Reform           address current problems rela           all within an ethically acceptab	Semester 1 Dogmatics, Doctrine of Scripture to t should be able to: of Dogmatics; wledge of the entire field of Reforme of Dogmatics on the basis of Scriptur er from Reformed Dogmatics carefu on opinion on any doctrine in Dogmat and critical research on a specific Semester 1 Should be able to: knowledge as well as coherent un matology, Kingdom (Basileia), Eccle ally, evaluate it independently, and mational Theology; ating to the above-mentioned loci by ble framework. Semester 2	NQF-level: 8 the Doctrine of Sin, Christology and d Dogmatics; re; Illy on the basis of Scripture and the tics; topic in the field of Dogmatics in a NQF-level: 9 derstanding of the following loci in siology, Doctrine of the Sacraments communicate it in suitable formats r means of effective collection skills,
Title Esc Moc At tl • • • • • • • • • • • • • • • • • • •	aule code: DOGM672(16)         a: Dogmatics: Fundamentals of I         hatology         Jule outcomes:         he end of this module, students st         define the nature and content         display sound, systematic kno         prove the truth of each Locus         evaluate viewpoints which diff         Reformed Creeds;         form and substantiate their ow         provide proof of independent         separate research document.         dule code: DOGM811(8)         e: Christology to Eschatology         dule outcomes:         he end of this module, students st         display extensive systematic         Dogmatics: Christology, Pneur         and Eschatology;         analyse this knowledge critica         within the framework of Reforr         adlress current problems rela         all within an ethically acceptab         dule code: DOGM821(8)         a: Modern Theologians and their         due outcomes:	Semester 1 Dogmatics, Doctrine of Scripture to t should be able to: of Dogmatics; wledge of the entire field of Reforme of Dogmatics on the basis of Scriptur er from Reformed Dogmatics carefu on opinion on any doctrine in Dogmat and critical research on a specific Semester 1 Should be able to: knowledge as well as coherent un matology, Kingdom (Basileia), Eccle ally, evaluate it independently, and national Theology; ating to the above-mentioned loci by ble framework. Semester 2 Value for Practical Ministry	NQF-level: 8 the Doctrine of Sin, Christology and d Dogmatics; re; Illy on the basis of Scripture and the tics; topic in the field of Dogmatics in a NQF-level: 9 derstanding of the following loci in siology, Doctrine of the Sacraments communicate it in suitable formats r means of effective collection skills,
Title Esc Moc At tl • • • • • • • • • • • • • • • • • • •	Jule code: DOGM672(16)           a: Dogmatics: Fundamentals of I           hatology           Jule outcomes:           he end of this module, students st           define the nature and content i           display sound, systematic kno           prove the truth of each Locus i           evaluate viewpoints which diff           Reformed Creeds;           form and substantiate their ow           provide proof of independent           separate research document.           dule code: DOGM811(8)           e: Christology to Eschatology           fule outcomes:           he end of this module, students st           display extensive systematic           Dogmatics: Christology, Pneul           and Eschatology;           analyse this knowledge criticat           within the framework of Reform           all within an ethically acceptab           dule code: DOGM821(8)	Semester 1 Dogmatics, Doctrine of Scripture to t should be able to: of Dogmatics; wledge of the entire field of Reforme of Dogmatics on the basis of Scriptur er from Reformed Dogmatics carefu on opinion on any doctrine in Dogmat and critical research on a specific Semester 1 Should be able to: knowledge as well as coherent un matology, Kingdom (Basileia), Eccle ally, evaluate it independently, and national Theology; ating to the above-mentioned loci by ble framework. Semester 2 Value for Practical Ministry	NQF-level: 8 the Doctrine of Sin, Christology and d Dogmatics; re; Illy on the basis of Scripture and the tics; topic in the field of Dogmatics in a NQF-level: 9 derstanding of the following loci in siology, Doctrine of the Sacraments communicate it in suitable formats r means of effective collection skills,

prominent modern theologians	,	
	cally from a Reformational perspect	ive, and communicate it in suitable
<ul> <li>formats;</li> <li>answer questions posed to Re</li> </ul>	oformed Degratics by the above a	antioned theologicne by means of
<ul> <li>answer questions posed to Re well-developed collection skills</li> </ul>		nentioned theologians by means of
Module code: DOGM872(96)	Year module	NQF-level: 9
Title: Dogmatics: Dissertation		
Module outcomes:		
Students should be able to:		
		ecialised knowledge and coherent
		inder supervision by means of well- existing research, and present it in
the form of a research report (		existing research, and present it in
		ipline through the critical evaluation
	s, with due reference to other frame	
Module code: DOGM873(48)	Year module	NQF-level: 9
Title: Dogmatics: Mini Dissertation	-	
Module outcomes:		
Students should be able to:		
<ul> <li>submit a research proposal v research topic;</li> </ul>	which reflects critical understandin	g and a clear outline of a limited
	familiar with the research methods	and techniques of the subject.
		ults and conclusions in a scientific
manner:		
	hich they report on their research	skill and their ability to record the
results of their research.	<i>.</i>	
Module code: DOGM874(16)	Year module	NQF-level: 9
Title: Perspectives on Dogmatics		
•• • • •		
Module outcomes:		
After completion of this module, stud		
<ul> <li>After completion of this module, stud</li> <li>distinguish ethical theories and</li> </ul>	apply them effectively to selected a	
After completion of this module, stud distinguish ethical theories and display extensive and systema	apply them effectively to selected a	areas in the discipline; cal problems which they themselves
<ul> <li>After completion of this module, stud</li> <li>distinguish ethical theories and</li> <li>display extensive and systema have identified;</li> </ul>	I apply them effectively to selected a tic knowledge of the solution of ethic	cal problems which they themselves
<ul> <li>After completion of this module, stud</li> <li>distinguish ethical theories and</li> <li>display extensive and systema have identified;</li> <li>compile submissions which a</li> </ul>	I apply them effectively to selected a tic knowledge of the solution of ethic	
<ul> <li>After completion of this module, stud</li> <li>distinguish ethical theories and</li> <li>display extensive and systema have identified;</li> <li>compile submissions which a</li> </ul>	I apply them effectively to selected a tic knowledge of the solution of ethic are to be presented to role-playe	cal problems which they themselves
<ul> <li>After completion of this module, stud</li> <li>distinguish ethical theories and</li> <li>display extensive and systema have identified;</li> <li>compile submissions which a constructive contribution to the</li> </ul>	I apply them effectively to selected a tic knowledge of the solution of ethic are to be presented to role-playe moral education of communities.	cal problems which they themselves rs in education so as to make a
<ul> <li>After completion of this module, stud</li> <li>distinguish ethical theories and</li> <li>display extensive and systema have identified;</li> <li>compile submissions which a constructive contribution to the</li> <li>Module code: DOGM876(32)</li> </ul>	I apply them effectively to selected a tic knowledge of the solution of ethic are to be presented to role-playe moral education of communities.	cal problems which they themselves rs in education so as to make a
After completion of this module, stud distinguish ethical theories and display extensive and systema have identified; compile submissions which a constructive contribution to the Module code: DOGM876(32) Title: Perspectives on Dogmatics Module outcomes: After completion of this module, stud	a apply them effectively to selected a tic knowledge of the solution of ethic are to be presented to role-playe moral education of communities. Year module lents should be able to:	cal problems which they themselves rs in education so as to make a NQF-level: 9
After completion of this module, stud distinguish ethical theories and display extensive and systema have identified; compile submissions which a constructive contribution to the Module code: DOGM876(32) Title: Perspectives on Dogmatics Module outcomes: After completion of this module, stud identify ethical theories and ap	a apply them effectively to selected a tic knowledge of the solution of ethic moral education of communities. Year module lents should be able to: ply them effectively to selected area	cal problems which they themselves rs in education so as to make a <b>NQF-level: 9</b> s in the discipline;
After completion of this module, stud distinguish ethical theories and display extensive and systema have identified; compile submissions which a constructive contribution to the Module code: DOGM876(32) Title: Perspectives on Dogmatics Module outcomes: After completion of this module, stud identify ethical theories and ap display extensive and system	a apply them effectively to selected a tic knowledge of the solution of ethic moral education of communities. Year module lents should be able to: ply them effectively to selected area	cal problems which they themselves rs in education so as to make a NQF-level: 9
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<ul> <li>After completion of this module, stud</li> <li>distinguish ethical theories and</li> <li>display extensive and systema have identified;</li> <li>compile submissions which a constructive contribution to the</li> <li>Module code: DOGM876(32)</li> <li>Title: Perspectives on Dogmatics</li> <li>Module outcomes:</li> <li>After completion of this module, stud</li> <li>identify ethical theories and ap</li> <li>display extensive and system themselves;</li> <li>compile submissions which a</li> </ul>	a apply them effectively to selected a tic knowledge of the solution of ethic moral education of communities. Year module lents should be able to: ply them effectively to selected area natic knowledge of the solution of are to be presented to role-playe	cal problems which they themselves rs in education so as to make a <b>NQF-level: 9</b> s in the discipline;
<ul> <li>After completion of this module, stud</li> <li>distinguish ethical theories and</li> <li>display extensive and systema have identified;</li> <li>compile submissions which a constructive contribution to the</li> <li>Module code: DOGM876(32)</li> <li>Title: Perspectives on Dogmatics</li> <li>Module outcomes:</li> <li>After completion of this module, stud</li> <li>identify ethical theories and ap</li> <li>display extensive and system themselves;</li> <li>compile submissions which a constructive contribution to the</li> </ul>	a apply them effectively to selected a tic knowledge of the solution of ethic moral education of communities. Year module lents should be able to: ply them effectively to selected area natic knowledge of the solution of are to be presented to role-playe moral education of communities.	cal problems which they themselves rs in education so as to make a <b>NQF-level: 9</b> s in the discipline; the ethical problems identified by rs in education so as to make a
<ul> <li>After completion of this module, stud</li> <li>distinguish ethical theories and</li> <li>display extensive and systema have identified;</li> <li>compile submissions which a constructive contribution to the</li> <li>Module code: DOGM876(32)</li> <li>Title: Perspectives on Dogmatics</li> <li>Module outcomes:</li> <li>After completion of this module, stud</li> <li>identify ethical theories and ap</li> <li>display extensive and system themselves;</li> <li>compile submissions which a constructive contribution to the</li> <li>Module code: DOGM991(224)</li> </ul>	a apply them effectively to selected a tic knowledge of the solution of ethic moral education of communities. Year module lents should be able to: ply them effectively to selected area natic knowledge of the solution of are to be presented to role-playe	cal problems which they themselves rs in education so as to make a NQF-level: 9 s in the discipline; the ethical problems identified by
After completion of this module, stud distinguish ethical theories and display extensive and systemathave identified; compile submissions which atheories and constructive contribution to the Module code: DOGM876(32) Title: Perspectives on Dogmatics Module outcomes: After completion of this module, stud identify ethical theories and ap display extensive and system themselves; compile submissions which atheories on the Module code: DOGM991(224) Title: Dogmatics: Thesis	a apply them effectively to selected a tic knowledge of the solution of ethic moral education of communities. Year module lents should be able to: ply them effectively to selected area natic knowledge of the solution of are to be presented to role-playe moral education of communities.	cal problems which they themselves rs in education so as to make a <b>NQF-level: 9</b> s in the discipline; the ethical problems identified by rs in education so as to make a
<ul> <li>After completion of this module, stud</li> <li>distinguish ethical theories and</li> <li>display extensive and systema have identified;</li> <li>compile submissions which a constructive contribution to the</li> <li>Module code: DOGM876(32)</li> <li>Title: Perspectives on Dogmatics</li> <li>Module outcomes:</li> <li>After completion of this module, stud</li> <li>identify ethical theories and ap</li> <li>display extensive and system themselves;</li> <li>compile submissions which a constructive contribution to the</li> <li>Module code: DOGM991(224)</li> </ul>	a apply them effectively to selected a tic knowledge of the solution of ethic moral education of communities. Year module lents should be able to: ply them effectively to selected area natic knowledge of the solution of are to be presented to role-playe moral education of communities.	cal problems which they themselves rs in education so as to make a <b>NQF-level: 9</b> s in the discipline; the ethical problems identified by rs in education so as to make a
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<ul> <li>After completion of this module, stud</li> <li>distinguish ethical theories and display extensive and systema have identified;</li> <li>compile submissions which a constructive contribution to the</li> <li>Module code: DOGM876(32)</li> <li>Title: Perspectives on Dogmatics</li> <li>Module outcomes:</li> <li>After completion of this module, stud</li> <li>identify ethical theories and ap</li> <li>display extensive and system themselves;</li> <li>compile submissions which a constructive contribution to the</li> <li>Module code: DOGM991(224)</li> <li>Title: Dogmatics: Thesis</li> <li>Module outcomes:</li> <li>Students should be able to:</li> <li>identify an unexploited area in sources, and indicate the resear</li> </ul>	A apply them effectively to selected a tic knowledge of the solution of ethic moral education of communities. Year module lents should be able to: ply them effectively to selected area natic knowledge of the solution of are to be presented to role-playe moral education of communities. Year module Year module	cal problems which they themselves rs in education so as to make a <b>NQF-level: 9</b> s in the discipline; the ethical problems identified by rs in education so as to make a <b>NQF-level: 10</b> ve literature study of contemporary
After completion of this module, stud distinguish ethical theories and display extensive and systemathave identified; compile submissions which a constructive contribution to the Module code: DOGM876(32) Title: Perspectives on Dogmatics Module outcomes: After completion of this module, stud identify ethical theories and ap display extensive and system themselves; compile submissions which a constructive contribution to the Module code: DOGM991(224) Title: Dogmatics: Thesis Module outcomes: Students should be able to: identify an unexploited area in sources, and indicate the reseave write a research proposal wh	A apply them effectively to selected a tic knowledge of the solution of ethic moral education of communities. Year module lents should be able to: ply them effectively to selected area natic knowledge of the solution of are to be presented to role-playe moral education of communities. Year module Year module	cal problems which they themselves rs in education so as to make a <b>NQF-level: 9</b> s in the discipline; the ethical problems identified by rs in education so as to make a <b>NQF-level: 10</b> ve literature study of contemporary
After completion of this module, stud distinguish ethical theories and have identified; compile submissions which a constructive contribution to the Module code: DOGM876(32) Title: Perspectives on Dogmatics Module outcomes: After completion of this module, stud identify ethical theories and ap display extensive and system themselves; compile submissions which a constructive contribution to the Module code: DOGM991(224) Title: Dogmatics: Thesis Module outcomes: Students should be able to: identify an unexploited area in sources, and indicate the resea write a research proposal wh research topic;	A apply them effectively to selected a tic knowledge of the solution of ethic moral education of communities. Year module lents should be able to: ply them effectively to selected area natic knowledge of the solution of are to be presented to role-player moral education of communities. Year module Year module	cal problems which they themselves rs in education so as to make a <b>NQF-level: 9</b> s in the discipline; the ethical problems identified by rs in education so as to make a <b>NQF-level: 10</b> we literature study of contemporary and a clear outline of the identified
<ul> <li>After completion of this module, stud</li> <li>distinguish ethical theories and</li> <li>display extensive and systema have identified;</li> <li>compile submissions which a constructive contribution to the</li> <li>Module code: DOGM876(32)</li> <li>Title: Perspectives on Dogmatics</li> <li>Module outcomes:</li> <li>After completion of this module, stud</li> <li>identify ethical theories and ap</li> <li>display extensive and system themselves;</li> <li>compile submissions which a constructive contribution to the</li> <li>Module code: DOGM91(224)</li> <li>Title: Dogmatics: Thesis</li> <li>Module outcomes:</li> <li>Students should be able to:</li> <li>identify an unexploited area in sources, and indicate the researe</li> <li>write a research proposal wh research topic;</li> <li>write a thesis in which the sta</li> </ul>	A apply them effectively to selected a tic knowledge of the solution of ethic moral education of communities. Year module lents should be able to: ply them effectively to selected area natic knowledge of the solution of are to be presented to role-playe moral education of communities. Year module Year module he the discipline through a comparati arch merit and actuality of that area; ich reflects critical understanding a tement of the problem, aim, field, n	cal problems which they themselves rs in education so as to make a <b>NQF-level: 9</b> s in the discipline; the ethical problems identified by rs in education so as to make a <b>NQF-level: 10</b> ve literature study of contemporary and a clear outline of the identified method, results and conclusions are
<ul> <li>After completion of this module, stud</li> <li>distinguish ethical theories and</li> <li>display extensive and systema have identified;</li> <li>compile submissions which a constructive contribution to the</li> <li>Module code: DOGM876(32)</li> <li>Title: Perspectives on Dogmatics</li> <li>Module outcomes:</li> <li>After completion of this module, stud</li> <li>identify ethical theories and ap</li> <li>display extensive and system themselves;</li> <li>compile submissions which a constructive contribution to the</li> <li>Module code: DOGM91(224)</li> <li>Title: Dogmatics: Thesis</li> <li>Module outcomes:</li> <li>Students should be able to:</li> <li>identify an unexploited area in sources, and indicate the researe</li> <li>write a research proposal wh research topic;</li> <li>write a thesis in which the sta</li> </ul>	A apply them effectively to selected a tic knowledge of the solution of ethic moral education of communities. Year module lents should be able to: ply them effectively to selected area natic knowledge of the solution of are to be presented to role-playe moral education of communities. Year module Year module he the discipline through a comparati arch merit and actuality of that area; ich reflects critical understanding a tement of the problem, aim, field, n	cal problems which they themselves rs in education so as to make a <b>NQF-level: 9</b> s in the discipline; the ethical problems identified by rs in education so as to make a <b>NQF-level: 10</b> ve literature study of contemporary and a clear outline of the identified

Module code: DOGM994(32)	Year module	NQF-level: 10
Title: Perspectives on Dogmatics		
Module outcomes:		
After completion of the module, stud	ents should be able to:	
	of the paradigmatic basis of Ethics;	
		atic knowledge of the philosophy of
the subject;		alle knewledge of the princeophy of
	es in terms of their chosen paradigm	
		, nich fulfil the scientific standards of
ethics and reflect coherent crit		incit fullin the scientific standards of
Module code: EGYP111(12)	Semester 1	NQF-level: 5
Title: Egyptian I	Semester i	
Module outcomes:	and a bardel	
After completion of this module stud		
understand the middle-Egypt		
	nd hieroglyphics and most diphthong	
	rcophagi and stelae from the British	
	mythological places and events white	ch generally occur in Middle-
Egyptian texts.		
Module code: EGYP121(12)	Semester 2	NQF-level: 5
Title: Egyptian II		
Module outcomes:		
After completion of this module	students should have:	
	history of Egypt from prehistorio	a times up to the third dypasty:
		c times up to the time dynasty,
	dating of Egyptian history;	
<ul> <li>specific knowledge of the</li> </ul>	history of the Middle Dynasty;	
<ul> <li>broad knowledge of the c</li> </ul>	hief Egyptian myths and gods.	
After completion of this module	students should be able to:	
	lopment of the Egyptian civilisat	tion.
	parding the dating of the Egyptia	
viewpoint;		an dynastics from a childa
	- filler bistom - filler Mishile Door	
	of the history of the Middle Dyn	asty;
<ul> <li>recognise the chief Egypt</li> </ul>		
Module code: ETIE121(8)	Semester 2	NQF-level: 5
Title: Fundamentals of Ethics		
Module outcomes:		
At the end of this module, students s	should be able to:	
<ul> <li>display basic knowledge of th</li> </ul>	e metatheory of the discipline Theo	ological Ethics and the place of the
Ten Commandments in ethica	reflection;	
<ul> <li>interpret the Ten Commandme</li> </ul>	ents and apply them to contemporary	ethical problems;
<ul> <li>analyse the above-mentione</li> </ul>	d interpretation and communicate	e it within an acceptable ethical
framework in preaching and co	bunselling.	
Module code: ETIE211(16)	Semester 1	NQF-level: 6
Title: Human Rights		
Module outcomes:		
At the end of this module, students s	should be able to:	
a constitutional state;		n rights as expressed in the idea of
		n rights as expressed in the idea of
	the historical development of huma	<b>5</b> .
evaluate the universal declarate	the historical development of huma tion of human rights from a Christian	perspective;
<ul> <li>evaluate the universal declaration</li> <li>evaluate a number of human in</li> </ul>	the historical development of huma tion of human rights from a Christian ights violations in the South African	perspective; context from an ethical perspective
<ul> <li>evaluate the universal declaration</li> <li>evaluate a number of human in through effective selection, a</li> </ul>	the historical development of huma tion of human rights from a Christian ights violations in the South African nalysis and synthesis; and commu	perspective;
<ul> <li>evaluate the universal declara</li> <li>evaluate a number of human i through effective selection, a manner within an acceptable e</li> </ul>	the historical development of huma tion of human rights from a Christian ights violations in the South African nalysis and synthesis; and commu- thical framework.	perspective; context from an ethical perspective inicate solutions in an appropriate
<ul> <li>evaluate the universal declarate</li> <li>evaluate a number of human in through effective selection, a manner within an acceptable of Module code: ETIE311(16)</li> </ul>	the historical development of huma tion of human rights from a Christian ights violations in the South African nalysis and synthesis; and commu	perspective; context from an ethical perspective
evaluate the universal declarar     evaluate a number of human i through effective selection, a manner within an acceptable e     Module code: ETIE311(16)     Title: Actual Ethical Themes	the historical development of huma tion of human rights from a Christian ights violations in the South African nalysis and synthesis; and commu- thical framework.	perspective; context from an ethical perspective unicate solutions in an appropriate
evaluate the universal declarates evaluate a number of human in through effective selection, a manner within an acceptable of Module code: ETIE311(16) Title: Actual Ethical Themes Module outcomes:	the historical development of huma tion of human rights from a Christian rights violations in the South African nalysis and synthesis; and commu- thical framework. Semester 1	perspective; context from an ethical perspective unicate solutions in an appropriate
evaluate the universal declarate evaluate a number of human in through effective selection, a manner within an acceptable of Module code: ETIE311(16) Title: Actual Ethical Themes Module outcomes: At the end of this module, students s	the historical development of huma ion of human rights from a Christian ights violations in the South African nalysis and synthesis; and commu- thical framework. Semester 1 should be able to:	perspective; context from an ethical perspective unicate solutions in an appropriate NQF-level: 7
evaluate the universal declarat     evaluate a number of human is     through effective selection, a     manner within an acceptable e     Module code: ETIE311(16)     Title: Actual Ethical Themes     Module outcomes:     At the end of this module, students s         display profound and systemat	the historical development of huma ion of human rights from a Christian ights violations in the South African nalysis and synthesis; and commu- thical framework. Semester 1 should be able to: tic understanding of the theoretical for	perspective; context from an ethical perspective unicate solutions in an appropriate NQF-level: 7

	establishment of their own Christian	
	nanner within an acceptable ethical fr	
	ct current ethical problems within the	
	ed every year on the basis of their to	
Module code: ETIE621(8)	Semester 2	NQF-level: 8
Title: Human Rights		
Module outcomes:		
At the end of this module, students		it forestions in the Ocouth African
<ul> <li>display in-depth knowledge constitutional state;</li> </ul>	of the ethics of human rights as	it functions in the South Amcan
	on effectively, evaluate it in the lig	abt of existing knowledge from a
	e, and communicate their own fur	
	acceptable ethical framework;	
	is in the light of the ethics of human ri	ghts, and propose solutions.
Module code: ETIE672(16)	Semester 1	NQF-level: 8
Title: Human Rights		
Module outcomes:		
After completion of this module, stu	dents should be able to:	
display basic and systematic	understanding of the metatheory of C	Christian Ethics and of human rights
as expressed in the idea of a	constitutional state;	, i i i i i i i i i i i i i i i i i i i
	on effectively, evaluate it in the	
	amentally Christian view on human	rights in a suitable and prescribed
manner within an acceptable		
	act problems relating to human rights	s violations from their own Christian
foundation		
Module code: ETIE821(8)	Semester 2	NQF-level: 9
Title: Ethical Issues in the Current S	South African Context	
Module outcomes:		
At the end of this module, students		
<ul> <li>identify pertinent ethical probl of their extensive and system</li> </ul>	ems in contemporary South African s	society and analyse them in the light
,	and norms from a Reformational	metatheory which can be applied
contextually;	and norms norm a Reformational	metatheory which can be applied
	al solutions to the ethical problems by	w means of these formulated ethical
principles and norms.		
Module code: ETIE872(96)	Year module	NQF-level: 9
Title: Ethics: Dissertation		
Module outcomes:		
Students should be able to:		
<ul> <li>submit a research proposal v</li> </ul>	which reflects coherent and critical ur	derstanding of a well-defined and -
formulated ethical research to	ppic;	-
	ed knowledge of the research method	
<ul> <li>document the statement of t</li> </ul>	he problem, aim, field, method, res	ults and conclusions in a scientific
manner;		
	which provides evidence of analyti	ical ability, a critical approach and
independent insight.		
Module code: ETIE873(48)	Year module	NQF-level: 9
Title: Ethics: Mini Dissertation		
Module outcomes:		
Students should be able to:	unitiale maile and a million of the second	a and a share soft of the test
	which reflects critical understandin	g and a clear outline of a limited
research topic;	lightly with the recent methods and	toobniquos of the cubicate
	liarity with the research methods and he problem, aim, field, method, res	
<ul> <li>document the statement of t manner:</li> </ul>	ne problem, am, nelu, method, les	
<ul> <li>write a mini dissertation in v</li> </ul>		okill and their chility to record the
	which they report on their research	skill and their ability to record the

	Year module	NQF-level: 9
Title: Perspectives on Ethics		
Module outcomes:		
After completion of this module, stu	idents should be able to:	
<ul> <li>identify ethical theories and a</li> </ul>	pply them effectively to selected area	s in the discipline;
<ul> <li>display extensive and systematic extension of the systematic extensis extension of the systematic extension of the systematic ext</li></ul>	matic knowledge of the solution of	the ethical problems identified by
themselves:		
compile submissions which	are to be presented to role-player	s in education so as to make a
	e moral education of communities.	
Module code: ETIE875(8)	Semester 2	NQF-level: 9
Title: Ethical Issues in the Current		
Module outcomes:	South Amean Context	
At the end of this module, students	should be able to:	
	porary ethical problems through the	application of their extensive and
systematic knowledge;	polary cancal probleme anough are	approation of their extensition and
	ind norms from the perspective of a	Reformational life and world view
	itical understanding of the subject;	
	olutions to the ethical problems by	means of these formulated ethical
	pose the solutions in memoranda to	
Module code: ETIE876(32)	Year module	NQF-level: 9
Title: Perspectives on Ethics		
Module outcomes:		
After completion of this module, stu	idents should be able to:	
	pply them effectively to selected area	s in the discipline:
	matic knowledge of the solution of	
themselves;		and earlied probleme identified by
,	are to be presented to role-player	in education so as to make a
	ne moral education of communities.	
Module code: ETIE991(224)	Year module	NQF-level: 10
Title: Ethics: Thesis		
Module outcomes:		
Students should be able to:		
	in the discipline through a comparati	ve literature study of contemporary
identify an unexploited area	in the discipline through a comparati	ve literature study of contemporary
<ul> <li>identify an unexploited area sources; and indicate the res</li> </ul>	earch merit and actuality of that area;	, , , ,
<ul> <li>identify an unexploited area sources; and indicate the res</li> <li>write a research proposal w</li> </ul>	, <u> </u>	, , , ,
<ul> <li>identify an unexploited area sources; and indicate the res</li> <li>write a research proposal w research topic;</li> </ul>	earch merit and actuality of that area; hich reflects critical understanding a	nd a clear outline of the identified
<ul> <li>identify an unexploited area sources; and indicate the res</li> <li>write a research proposal w research topic;</li> <li>write a thesis in which the st</li> </ul>	earch merit and actuality of that area; hich reflects critical understanding a atement of the problem, aim, field, m	nd a clear outline of the identified nethod, results and conclusions are
<ul> <li>identify an unexploited area sources; and indicate the res</li> <li>write a research proposal w research topic;</li> <li>write a thesis in which the st</li> </ul>	earch merit and actuality of that area; hich reflects critical understanding a	nd a clear outline of the identified nethod, results and conclusions are
<ul> <li>identify an unexploited area sources; and indicate the res</li> <li>write a research proposal w research topic;</li> <li>write a thesis in which the st documented in a scientific specialised knowledge;</li> </ul>	earch merit and actuality of that area; hich reflects critical understanding a atement of the problem, aim, field, m	nd a clear outline of the identified nethod, results and conclusions are strates extensive, systematic and
<ul> <li>identify an unexploited area sources; and indicate the res</li> <li>write a research proposal w research topic;</li> <li>write a thesis in which the st documented in a scientific specialised knowledge;</li> <li>provide a clear indication of</li> </ul>	earch merit and actuality of that area; hich reflects critical understanding a atement of the problem, aim, field, m manner, and which clearly demon	nd a clear outline of the identified nethod, results and conclusions are strates extensive, systematic and
<ul> <li>identify an unexploited area sources; and indicate the res</li> <li>write a research proposal w research topic;</li> <li>write a thesis in which the st documented in a scientific specialised knowledge;</li> <li>provide a clear indication of moral education of people with</li> </ul>	earch merit and actuality of that area; hich reflects critical understanding a atement of the problem, aim, field, m manner, and which clearly demon the significance of the research fo	nd a clear outline of the identified nethod, results and conclusions are strates extensive, systematic and
<ul> <li>identify an unexploited area sources; and indicate the res</li> <li>write a research proposal w research topic;</li> <li>write a thesis in which the st documented in a scientific specialised knowledge;</li> <li>provide a clear indication of</li> </ul>	earch merit and actuality of that area; hich reflects critical understanding a atement of the problem, aim, field, m manner, and which clearly demon the significance of the research fo thin the scope of the research topic.	nd a clear outline of the identified nethod, results and conclusions are strates extensive, systematic and r community development and the
<ul> <li>identify an unexploited area sources; and indicate the res</li> <li>write a research proposal w research topic;</li> <li>write a thesis in which the st documented in a scientific specialised knowledge;</li> <li>provide a clear indication of moral education of people wit</li> <li>Module code: ETIE994(32)</li> </ul>	earch merit and actuality of that area; hich reflects critical understanding a atement of the problem, aim, field, m manner, and which clearly demon the significance of the research fo thin the scope of the research topic.	nd a clear outline of the identified nethod, results and conclusions are strates extensive, systematic and r community development and the
<ul> <li>identify an unexploited area sources; and indicate the res</li> <li>write a research proposal w research topic;</li> <li>write a thesis in which the st documented in a scientific specialised knowledge;</li> <li>provide a clear indication of moral education of people with Module code: ETIE994(32)</li> <li>Title: Perspectives on Ethics</li> <li>Module outcomes:</li> </ul>	earch merit and actuality of that area; hich reflects critical understanding a atement of the problem, aim, field, m manner, and which clearly demon f the significance of the research fo thin the scope of the research topic. Year module	nd a clear outline of the identified nethod, results and conclusions are strates extensive, systematic and r community development and the
<ul> <li>identify an unexploited area sources; and indicate the res</li> <li>write a research proposal w research topic;</li> <li>write a thesis in which the st documented in a scientific specialised knowledge;</li> <li>provide a clear indication of moral education of people with Module code: ETIE994(32)</li> <li>Title: Perspectives on Ethics</li> <li>Module outcomes: After completion of the module, stu</li> </ul>	earch merit and actuality of that area; hich reflects critical understanding a atement of the problem, aim, field, m manner, and which clearly demon if the significance of the research fo thin the scope of the research topic. Year module dents should be able to:	nd a clear outline of the identified nethod, results and conclusions are strates extensive, systematic and r community development and the
<ul> <li>identify an unexploited area sources; and indicate the res</li> <li>write a research proposal w research topic;</li> <li>write a thesis in which the st documented in a scientific specialised knowledge;</li> <li>provide a clear indication of moral education of people with Module code: ETIE994(32)</li> <li>Title: Perspectives on Ethics</li> <li>Module outcomes:</li> <li>After completion of the module, stu</li> <li>display specialised knowledge</li> </ul>	earch merit and actuality of that area; hich reflects critical understanding a atement of the problem, aim, field, m manner, and which clearly demon f the significance of the research fo thin the scope of the research topic. Year module	nd a clear outline of the identified nethod, results and conclusions are strates extensive, systematic and r community development and the NQF-level: 10
<ul> <li>identify an unexploited area sources; and indicate the res</li> <li>write a research proposal w research topic;</li> <li>write a thesis in which the st documented in a scientific specialised knowledge;</li> <li>provide a clear indication of moral education of people with Module code: ETIE994(32)</li> <li>Title: Perspectives on Ethics</li> <li>Module outcomes:</li> <li>After completion of the module, stu</li> <li>display specialised knowledge</li> </ul>	earch merit and actuality of that area; hich reflects critical understanding a catement of the problem, aim, field, m manner, and which clearly demon the significance of the research fo thin the scope of the research topic. Year module dents should be able to: e of the paradigmatic basis of Ethics;	nd a clear outline of the identified nethod, results and conclusions are strates extensive, systematic and r community development and the NQF-level: 10
<ul> <li>identify an unexploited area sources; and indicate the res</li> <li>write a research proposal w research topic;</li> <li>write a thesis in which the st documented in a scientific specialised knowledge;</li> <li>provide a clear indication of moral education of people with Module code: ETIE994(32)</li> <li>Title: Perspectives on Ethics</li> <li>Module outcomes:</li> <li>After completion of the module, stu</li> <li>display specialised knowledge</li> <li>select their own paradigm on the subject;</li> </ul>	earch merit and actuality of that area; hich reflects critical understanding a catement of the problem, aim, field, m manner, and which clearly demon the significance of the research fo thin the scope of the research topic. Year module dents should be able to: e of the paradigmatic basis of Ethics;	nd a clear outline of the identified nethod, results and conclusions are strates extensive, systematic and r community development and the NQF-level: 10
<ul> <li>identify an unexploited area sources; and indicate the res write a research proposal w research topic;</li> <li>write a thesis in which the st documented in a scientific specialised knowledge;</li> <li>provide a clear indication of moral education of people witmodule code: ETIE994(32)</li> <li>Title: Perspectives on Ethics</li> <li>Module outcomes:</li> <li>After completion of the module, stu display specialised knowledge select their own paradigm on the subject;</li> <li>evaluate existing ethical theo</li> </ul>	earch merit and actuality of that area; hich reflects critical understanding a tatement of the problem, aim, field, m manner, and which clearly demon the significance of the research fo thin the scope of the research topic. Year module dents should be able to: e of the paradigmatic basis of Ethics; in the basis of extensive and systema	nd a clear outline of the identified nethod, results and conclusions are strates extensive, systematic and r community development and the NQF-level: 10
<ul> <li>identify an unexploited area sources; and indicate the res write a research proposal w research topic;</li> <li>write a thesis in which the st documented in a scientific specialised knowledge;</li> <li>provide a clear indication of moral education of people witmodule code: ETIE994(32)</li> <li>Title: Perspectives on Ethics</li> <li>Module outcomes:</li> <li>After completion of the module, stu display specialised knowledge select their own paradigm on the subject;</li> <li>evaluate existing ethical theo</li> </ul>	earch merit and actuality of that area; hich reflects critical understanding a attement of the problem, aim, field, m manner, and which clearly demon if the significance of the research to thin the scope of the research topic. Year module dents should be able to: e of the paradigmatic basis of Ethics; in the basis of extensive and systema rises in terms of their chosen paradigm the light of the chosen paradigm wh	nd a clear outline of the identified nethod, results and conclusions are strates extensive, systematic and r community development and the NQF-level: 10
<ul> <li>identify an unexploited area sources; and indicate the res write a research proposal w research topic;</li> <li>write a thesis in which the st documented in a scientific specialised knowledge;</li> <li>provide a clear indication of moral education of people witim Module code: ETIE994(32)</li> <li>Title: Perspectives on Ethics</li> <li>Module outcomes:</li> <li>After completion of the module, stutient display specialised knowledge</li> <li>select their own paradigm or the subject;</li> <li>evaluate existing ethical theo</li> <li>design their own theories in</li> </ul>	earch merit and actuality of that area; hich reflects critical understanding a attement of the problem, aim, field, m manner, and which clearly demon if the significance of the research to thin the scope of the research topic. Year module dents should be able to: e of the paradigmatic basis of Ethics; in the basis of extensive and systema rises in terms of their chosen paradigm the light of the chosen paradigm wh	nd a clear outline of the identified nethod, results and conclusions are strates extensive, systematic and r community development and the NQF-level: 10
<ul> <li>identify an unexploited area sources; and indicate the res</li> <li>write a research proposal w research topic;</li> <li>write a thesis in which the st documented in a scientific specialised knowledge;</li> <li>provide a clear indication of moral education of people with Module code: ETIE994(32)</li> <li>Title: Perspectives on Ethics</li> <li>Module outcomes:</li> <li>After completion of the module, stutient of subject;</li> <li>evaluate existing ethical theories in ethics and reflect coherent or</li> <li>Module code: GRKS112(12)</li> </ul>	earch merit and actuality of that area; hich reflects critical understanding a attement of the problem, aim, field, m manner, and which clearly demon if the significance of the research fo thin the scope of the research topic. Year module dents should be able to: e of the paradigmatic basis of Ethics; in the basis of extensive and systematics ries in terms of their chosen paradigm the light of the chosen paradigm wh titcal understanding.	nd a clear outline of the identified nethod, results and conclusions are strates extensive, systematic and r community development and the <b>NQF-level: 10</b> atic knowledge of the philosophy of c, inch fulfil the scientific standards of
<ul> <li>identify an unexploited area sources; and indicate the res</li> <li>write a research proposal w research topic;</li> <li>write a thesis in which the st documented in a scientific specialised knowledge;</li> <li>provide a clear indication of moral education of people witim Module code: ETIE994(32)</li> <li>Title: Perspectives on Ethics</li> <li>Module outcomes:</li> <li>After completion of the module, stuties a display specialised knowledge</li> <li>select their own paradigm or the subject;</li> <li>evaluate existing ethical theories in ethics and reflect coherent cr</li> <li>Module code: GRKS112(12)</li> <li>Title: Greek Grammar I</li> </ul>	earch merit and actuality of that area; hich reflects critical understanding a attement of the problem, aim, field, m manner, and which clearly demon if the significance of the research fo thin the scope of the research topic. Year module dents should be able to: e of the paradigmatic basis of Ethics; in the basis of extensive and systematics ries in terms of their chosen paradigm the light of the chosen paradigm wh titcal understanding.	nd a clear outline of the identified nethod, results and conclusions are strates extensive, systematic and r community development and the <b>NQF-level: 10</b> atic knowledge of the philosophy of c, inch fulfil the scientific standards of
<ul> <li>identify an unexploited area sources; and indicate the res</li> <li>write a research proposal w research topic;</li> <li>write a thesis in which the st documented in a scientific specialised knowledge;</li> <li>provide a clear indication of moral education of people with Module code: ETIE994(32)</li> <li>Title: Perspectives on Ethics</li> <li>Module outcomes:</li> <li>After completion of the module, stu</li> <li>display specialised knowledge</li> <li>select their own paradigm of the subject;</li> <li>evaluate existing ethical theo</li> <li>design their own theories in ethics and reflect coherent or</li> <li>Module code: GRKS112(12)</li> <li>Title: Greek Grammar I</li> <li>Module outcomes:</li> </ul>	earch merit and actuality of that area; hich reflects critical understanding a tatement of the problem, aim, field, m manner, and which clearly demon if the significance of the research topic. Year module dents should be able to: e of the paradigmatic basis of Ethics; in the basis of extensive and systema ries in terms of their chosen paradigm the light of the chosen paradigm wh tical understanding. Semester 1	nd a clear outline of the identified nethod, results and conclusions are strates extensive, systematic and r community development and the <b>NQF-level: 10</b> atic knowledge of the philosophy of c, inch fulfil the scientific standards of
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<ul> <li>identify an unexploited area sources; and indicate the res</li> <li>write a research proposal w research topic;</li> <li>write a thesis in which the st documented in a scientific specialised knowledge;</li> <li>provide a clear indication of moral education of people witmodule code: ETIE994(32)</li> <li>Title: Perspectives on Ethics</li> <li>Module outcomes:</li> <li>After completion of the module, stu</li> <li>display specialised knowledge on the subject;</li> <li>evaluate existing ethical theo</li> <li>design their own theories in ethics and reflect coherent or Module code: GRKS112(12)</li> <li>Title: Greek Grammar I</li> <li>Module outcomes:</li> <li>After completion of this module, stu</li> <li>display sound knowledge a understanding of key terms, r</li> <li>morphological and translation which pr paradigms at basic for the subject.</li> </ul>	earch merit and actuality of that area; hich reflects critical understanding a catement of the problem, aim, field, m manner, and which clearly demon is the significance of the research to thin the scope of the research topic. Year module dents should be able to: e of the paradigmatic basis of Ethics; in the basis of extensive and systema rites in terms of their chosen paradigm the light of the chosen paradigm whitical understanding. Semester 1 dents should be able to: and skill with regard to simple G rules, concepts, principles and theorie syntactical analysis and explanatio ovide evidence that they have master	nd a clear outline of the identified nethod, results and conclusions are strates extensive, systematic and r community development and the NQF-level: 10 attic knowledge of the philosophy of c; nich fulfil the scientific standards of NQF-level: 5 reek passages with an informed s in respect of: n, grammatical interpretation and pred the grammar, vocabulary and nised didactic grammar);

	communicate their interpretation		
•	,	rms of the sociocultural context of th	0,
•	~ ~ ~ .	ext of the Graeco-Roman zones/ex	
	ule code: GRKS113(16)	Semester 1	NQF-level: 5
	Greek Language Competence		
	ule outcomes:		
After	completion of this module, stud		the Greek language including on
•		/ terms, rules, concepts, principles a	the Greek language, including an
			k Bible, and translate and interpret
•	them by means of dictionaries		N Dible, and translate and interpret
•		rms of the sociocultural context of th	ne Graeco-Roman life world:
•		ext of the Graeco-Roman life world.	
Mod	ule code: GRKS121(16)	Semester 2	NQF-level: 5
	Greek Grammar II		
	ule outcomes:		
	e end of this module, students s	hould be able to:	
•			ding intelligent understanding of key
-			rphological and syntactical analysis
			nslation to indicate that they have
			evel (approximately two-thirds of a
	recognised didactic grammar);		
•		ate this knowledge, and communic	ate it in the prescribed format, both
	orally and in writing;		
•			familiar and unfamiliar compound
Ma	sentence, and communicate th odule code: GRKS122 (12)	Semester 2	NQF-level: 5
	( )		Nur-level. 5
	Greek Grammar II and Linguist	ic Skill	
Modu	ule outcomes:		
Modu	ule outcomes: completion of this module stude	ents should:	a informad understanding of kov
Modu	ule outcomes: completion of this module stude display basic knowledge of i	ents should: more difficult Greek passages with	n informed understanding of key
Modu	le outcomes: completion of this module stude display basic knowledge of r terms, rules, concepts, princip	ents should: more difficult Greek passages with iles and theories regarding morpho	plogic and syntactic analysis and
Modu	le outcomes: completion of this module stude display basic knowledge of i terms, rules, concepts, princip interpretation, as well as ling	ents should: more difficult Greek passages with les and theories regarding morpho uistic interpretation and translatior	plogic and syntactic analysis and to demonstrate that they have
Modu	le outcomes: completion of this module stude display basic knowledge of i terms, rules, concepts, princip interpretation, as well as ling	ents should: more difficult Greek passages with les and theories regarding morpho uistic interpretation and translatior pulary and paradigms at basic lev	plogic and syntactic analysis and to demonstrate that they have
Modu	ule outcomes: completion of this module stude display basic knowledge of i terms, rules, concepts, princip interpretation, as well as ling mastered the grammar, vocat recognised didactic grammar);	ents should: more difficult Greek passages with les and theories regarding morpho uistic interpretation and translatior pulary and paradigms at basic lev	blogic and syntactic analysis and to demonstrate that they have el (approximately two-thirds of a
Modu	le outcomes: completion of this module stude display basic knowledge of terms, rules, concepts, princip interpretation, as well as ling mastered the grammar, vocat recognised didactic grammar); be able to analyse, synthesise orally or in writing in the prescr	ents should: more difficult Greek passages with les and theories regarding morphe uistic interpretation and translatior pulary and paradigms at basic leve and evaluate the above-mentione ibed format;	ologic and syntactic analysis and to demonstrate that they have el (approximately two-thirds of a d knowledge and communicate it
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Modu After • • • • • • • • • • • • • • • • • • •	Ile outcomes: completion of this module stude display basic knowledge of r terms, rules, concepts, princip interpretation, as well as ling mastered the grammar, vocat recognised didactic grammar); be able to analyse, synthesise orally or in writing in the prescr be able to provide their own in unfamiliar more complex sente <b>ule code: GRKS211(16)</b> Greek Grammar III and Seman Jle outcomes: e end of this module, students s display in-depth knowledge of key terms, rules, concepts, p analysis and explanation, as y have mastered the grammar, recognised didactic grammar); analyse and synthesise this kn provide their own well-defined passages and paragraphs at format; display in-depth knowledge ar New Testament Greek, and a	ents should: more difficult Greek passages with ides and theories regarding morpho uistic interpretation and translation pulary and paradigms at basic leve e and evaluate the above-mentione ibed format; terpretation of the thought structure nce, and communicate their interpret Semester 1 tics hould be able to: Greek passages and paragraphs, in principles and theories with regard well as grammatical interpretation a vocabulary and paradigms at basi owledge critically and communicate interpretation of the thought struct micro- and macro level, and comm d extensive understanding of the l upply this ability in the definition of	blogic and syntactic analysis and n to demonstrate that they have el (approximately two-thirds of a d knowledge and communicate it at microlevel of a familiar and an etation successfully. NQF-level: 6 ncluding extensive understanding of d to morphological and syntactical and translation to indicate that they c level (the complete contents of a it in a suitable IT format; ure in familiar and unfamiliar Greek municate the result in a suitable IT basic principles of the semantics of

	Semester 2	NQF-level: 6
Title: Greek Composition		
Module outcomes:		
At the end of this module, students		
		ism, interpret the textual criticism
Scriptural passage in the Gre	editions, and perform successful a	nd valid textual critical control of a
		Greek syntax in the reading and
		communicate the result in a suitable
IT format;		
	nuances of the Greek language in bo reading and generating texts in Class	th familiar and unfamiliar pericopes, sical and New Testament Greek.
Module code: GRKS312(8)	Semester 1	NQF-level: 7
Title: Greek Translation and Analys	sis of Texts	
Module outcomes:		
After completion of this module, stu		
		I macro level of pericopes in simple
	ment, and then interpret and commu guistic interpretation of the Greek Ner	
	pericope and/or book in terms of and	
	sages to demonstrate insight into the	
	icope. Passages are taken from sim	
Apostolic Fathers, LXX and c		
Module code: GRKS313(16)	Semester 1	NQF-level: 7
Title: Greek translation and text and	alysis (1)	
Module outcomes:		
After completion of this module stud	dents should be able to:	
	sis of the thought structure at micro	
	e Greek New Testament, and inter	pret and communicate the result
successfully;	atia interpretation of the Creak New 7	Contomont
	stic interpretation of the Greek New 7	
Interpret the literary term of s	a pariscopa and/ar book in the light o	
	a periscope and/or book in the light on the selected passages which show	f ancient literary forms;
<ul> <li>provide translations of simplication</li> </ul>	ble selected passages which show	f ancient literary forms; evidence of insight into linguistic
<ul> <li>provide translations of simple detail and the coherence or</li> </ul>		f ancient literary forms; evidence of insight into linguistic Passages are taken from simple
<ul> <li>provide translations of simple detail and the coherence or</li> </ul>	ole selected passages which show f each sentence and/or periscope.	f ancient literary forms; evidence of insight into linguistic Passages are taken from simple
<ul> <li>provide translations of simp detail and the coherence o passages in the New Testan</li> </ul>	ble selected passages which show f each sentence and/or periscope. ment, Apostolic Fathers, LXX and aut Semester 2	f ancient literary forms; evidence of insight into linguistic Passages are taken from simple hors of classical prose.
provide translations of simp detail and the coherence o passages in the New Testan Module code: GRKS322(8) Title: Greek Translation and Analys Module outcomes:	ble selected passages which show f each sentence and/or periscope. ment, Apostolic Fathers, LXX and aut <b>Semester 2</b> sis of Texts	f ancient literary forms; evidence of insight into linguistic Passages are taken from simple hors of classical prose.
provide translations of simp detail and the coherence o passages in the New Testan Module code: GRKS322(8) Title: Greek Translation and Analys Module outcomes: After completion of this module, stu	ble selected passages which show f each sentence and/or periscope. nent, Apostolic Fathers, LXX and aut Semester 2 sis of Texts idents should be able to:	f ancient literary forms; evidence of insight into linguistic Passages are taken from simple hors of classical prose. NQF-level: 7
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provide translations of simpletail and the coherence of passages in the New Testant Module code: GRKS322(8)     Title: Greek Translation and Analys     Module outcomes:     After completion of this module, stu     provide their own analysis of difficult texts in the Greek	ble selected passages which show f each sentence and/or periscope. nent, Apostolic Fathers, LXX and aut Semester 2 sis of Texts idents should be able to:	f ancient literary forms; evidence of insight into linguistic Passages are taken from simple hors of classical prose. NQF-level: 7 d macro level of pericopes in more
<ul> <li>provide translations of simpletail and the coherence of passages in the New Testan</li> <li>Module code: GRKS322(8)</li> <li>Title: Greek Translation and Analys</li> <li>Module outcomes:</li> <li>After completion of this module, stute</li> <li>provide their own analysis of difficult texts in the Greek successfully;</li> </ul>	ble selected passages which show if each sentence and/or periscope. ment, Apostolic Fathers, LXX and aut Semester 2 sis of Texts idents should be able to: if the thought structure at micro- an New Testament, and then interpre	f ancient literary forms; evidence of insight into linguistic Passages are taken from simple hors of classical prose. NQF-level: 7 d macro level of pericopes in more t and communicate their analysis
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<ul> <li>provide translations of simpletail and the coherence of passages in the New Testan</li> <li>Module code: GRKS322(8)</li> <li>Title: Greek Translation and Analys</li> <li>Module outcomes:</li> <li>After completion of this module, stute</li> <li>provide their own analysis of difficult texts in the Greek successfully;</li> <li>use electronic aids for the ling</li> <li>interpret the literary form of a</li> </ul>	ble selected passages which show if each sentence and/or periscope. ment, Apostolic Fathers, LXX and aut Semester 2 sis of Texts udents should be able to: if the thought structure at micro- an New Testament, and then interpre guistic interpretation of the Greek Ne pericope and/or book in terms of and	f ancient literary forms; evidence of insight into linguistic Passages are taken from simple hors of classical prose. NQF-level: 7 d macro level of pericopes in more t and communicate their analysis w Testament;
<ul> <li>provide translations of simpletail and the coherence of passages in the New Testan</li> <li>Module code: GRKS322(8)</li> <li>Title: Greek Translation and Analys</li> <li>Module outcomes:</li> <li>After completion of this module, stution of this module, stution of the successfully;</li> <li>use electronic aids for the ling</li> <li>interpret the literary form of a translate simple selected pass of each sentence and/or period</li> </ul>	ble selected passages which show if each sentence and/or periscope. ment, Apostolic Fathers, LXX and aut Semester 2 sis of Texts idents should be able to: if the thought structure at micro- an New Testament, and then interpre guistic interpretation of the Greek Ne pericope and/or book in terms of and sages to demonstrate insight into the icope. Passages are taken from sim	f ancient literary forms; evidence of insight into linguistic Passages are taken from simple hors of classical prose. NQF-level: 7 d macro level of pericopes in more t and communicate their analysis w Testament; cient literary forms; e linguistic details and the coherence
<ul> <li>provide translations of simpletail and the coherence of passages in the New Testan</li> <li>Module code: GRKS322(8)</li> <li>Title: Greek Translation and Analys</li> <li>Module outcomes:</li> <li>After completion of this module, stution of the singletail of the singletai</li></ul>	ble selected passages which show if each sentence and/or periscope. ment, Apostolic Fathers, LXX and aut Semester 2 sis of Texts idents should be able to: if the thought structure at micro- an New Testament, and then interpre guistic interpretation of the Greek Ner pericope and/or book in terms of and sages to demonstrate insight into the icope. Passages are taken from sim lassical prose authors.	f ancient literary forms; evidence of insight into linguistic Passages are taken from simple hors of classical prose. NQF-level: 7 d macro level of pericopes in more t and communicate their analysis w Testament; cient literary forms; e linguistic details and the coherence ple sections of the New Testament,
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<ul> <li>provide translations of simpletail and the coherence of passages in the New Testan</li> <li>Module code: GRKS322(8)</li> <li>Title: Greek Translation and Analys</li> <li>Module outcomes:</li> <li>After completion of this module, stution of the ling of the ling of the ling of each sentence and/or perion of each sentence and/or perion of each sentence and/or perion of the complexity of the sentence and/or perion of the sentence and/or perion of this module code: GRKS323(16)</li> <li>Title: Greek translation and text and Module outcomes:</li> <li>After completion of this module stution of this module stution of this module stution of this module stution.</li> <li>make an independent analy more complex texts from the successfully;</li> <li>use electronic aids for the ling interpret the literary form of a successfully;</li> <li>use electronic aids for the ling interpret the literary form of a successfully;</li> <li>use electronic aids for the ling interpret the literary form of a successfully;</li> <li>use electronic aids for the ling interpret the literary form of a successfully;</li> <li>use electronic aids for the ling interpret the literary form of a successfully;</li> </ul>	ble selected passages which show of each sentence and/or periscope. ment, Apostolic Fathers, LXX and aut Semester 2 sis of Texts idents should be able to: f the thought structure at micro- an New Testament, and then interpre guistic interpretation of the Greek Ner pericope and/or book in terms of and sages to demonstrate insight into the icope. Passages are taken from sim lassical prose authors. Semester 2 alysis (II) dents should be able to: rsis of the thought structure at micro- ne Greek New Testament, and inter nguistic interpretation of the Greek Ner a periscope and/or book in the light of be selected passages which show	f ancient literary forms; evidence of insight into linguistic Passages are taken from simple hors of classical prose. NQF-level: 7 d macro level of pericopes in more t and communicate their analysis w Testament; cient literary forms; e linguistic details and the coherence ple sections of the New Testament, NQF-level: 7 - and macrolevel in pericopes of pret and communicate the result ew Testament; f ancient literary forms; evidence of insight into linguistic
<ul> <li>provide translations of simpletail and the coherence of passages in the New Testan</li> <li>Module code: GRKS322(8)</li> <li>Title: Greek Translation and Analys</li> <li>Module outcomes:</li> <li>After completion of this module, stution of this module, stution of this module, stution of this module, stution of the successfully;</li> <li>use electronic aids for the ling interpret the literary form of a translate simple selected pass of each sentence and/or peri Apostolic Fathers, LXX and c</li> <li>Module outcomes:</li> <li>After completion of this module stution of this module outcomes:</li> <li>Title: Greek translation and text and module outcomes:</li> <li>After completion of this module stution of this module stution of the successfully;</li> <li>use electronic aids for the ling more complex texts from the successfully;</li> <li>use electronic aids for the ling more the literary form of a sprovide translations of simpletail and the coherence or simpletations of simpletail and the coherence or simpletations of simpletail and the coherence or s</li></ul>	ble selected passages which show if each sentence and/or periscope. ment, Apostolic Fathers, LXX and aut Semester 2 sis of Texts idents should be able to: if the thought structure at micro- an New Testament, and then interpre guistic interpretation of the Greek Ne pericope and/or book in terms of and sages to demonstrate insight into the icope. Passages are taken from sim lassical prose authors. Semester 2 alysis (II) dents should be able to: visis of the thought structure at micro- ne Greek New Testament, and inter inguistic interpretation of the Greek Ne a periscope and/or book in the light of ole selected passages which show if each sentence and/or periscope.	f ancient literary forms; evidence of insight into linguistic Passages are taken from simple hors of classical prose. NQF-level: 7 d macro level of pericopes in more t and communicate their analysis w Testament; cient literary forms; e linguistic details and the coherence ple sections of the New Testament, NQF-level: 7 
<ul> <li>provide translations of simpletail and the coherence of passages in the New Testan</li> <li>Module code: GRKS322(8)</li> <li>Title: Greek Translation and Analys</li> <li>Module outcomes:</li> <li>After completion of this module, stution of the ling interpret the literary form of a translate simple selected pass of each sentence and/or peri Apostolic Fathers, LXX and c</li> <li>Module outcomes:</li> <li>After completion of this module studies and the successfully;</li> <li>use electronic aids for the ling interpret the literary form of a translate simple selected pass of each sentence and/or peri Apostolic Fathers, LXX and c</li> <li>Module outcomes:</li> <li>After completion of this module studies and the successfully;</li> <li>use electronic aids for the ling interpret the literary form of a sprovide translations of simple detail and the coherence or simple selection of the succession of the succession of the succession of the successfully;</li> </ul>	ble selected passages which show of each sentence and/or periscope. ment, Apostolic Fathers, LXX and aut Semester 2 sis of Texts idents should be able to: f the thought structure at micro- an New Testament, and then interpre guistic interpretation of the Greek Ner pericope and/or book in terms of and sages to demonstrate insight into the icope. Passages are taken from sim lassical prose authors. Semester 2 alysis (II) dents should be able to: rsis of the thought structure at micro- ne Greek New Testament, and inter nguistic interpretation of the Greek Ner a periscope and/or book in the light of be selected passages which show	f ancient literary forms; evidence of insight into linguistic Passages are taken from simple hors of classical prose. NQF-level: 7 d macro level of pericopes in more t and communicate their analysis w Testament; cient literary forms; e linguistic details and the coherence ple sections of the New Testament, NQF-level: 7 

	dule code: GRKS611(8)	Semester 1	NQF level: 8
Title	e: Greek Translation and Analys	is of Simple Texts	
Mo	dule outcomes:	·	
Afte	er completion of this module, stu	dents should be able to:	
•	translate more complex, unfa	amiliar pericopes from the New Te	stament, Apostolic Fathers, LXX and
	classical prose authors so as	s to demonstrate insight into the ling	guistic details and coherence of eacl
			ook, and the textual critical comment
		communicate the result in a suitable	
•			strate insight into the linguistic detail
		nce or pericope. Passages are take	n from more complex sections of the
	New Testament and the LXX.		
	dule code: GRKS621(8)	Semester 1	NQF-level: 8
	e: Greek Translation and Analys	is, more Complex Texts II	
-	dule outcomes:		
At t	the end of this module, students		
•			e insight into the linguistic details and
			en from more complex sections of the
		al prose authors and/or poets.	
	dule code: GRKS671(24)	Semester 1-2	NQF-level: 8
	e: Practical Translation Greek No	ew Testament	
	dule outcomes:		
Afte	er completion of this module, stu	dents should be able to:	
	display extensive systemati	c and profound knowledge of pr	actical Bible translation including
•		ey terms, rules, concepts, principles a	
		sise this knowledge by selecting s	
Ť		evaluate them independently, and	
	suitable formats;		
	,	ating to practical Bible translation, e	specially in contemporary research
		s of critical analysis, synthesis and in	
		end the result individually or in class	
	ionn of an argument, and der		CONCEXE
Мо	dule code: GRKS672(24)	Year module	NQF-level: 8
_	¥i	Year module	
Title	dule code: GRKS672(24)	Year module	
Title Mo	dule code: GRKS672(24) e: Rhetoric of Ancient Greek Tex	Year module	
Title Mo	dule code: GRKS672(24) e: Rhetoric of Ancient Greek Tex dule outcomes: er completion of this module, stu	Year module tts dents should be able to:	NQF-level: 8
Title Mo	dule code: GRKS672(24) e: Rhetoric of Ancient Greek Tex dule outcomes: er completion of this module, stu display extensive, systematic	Year module tts dents should be able to: and profound knowledge of the rheto	NQF-level: 8
Title Mo	dule code: GRKS672(24) e: Rhetoric of Ancient Greek Tex dule outcomes: er completion of this module, stu display extensive, systematic intelligent understanding of ke	Year module tts dents should be able to: and profound knowledge of the rheto ey terms, rules, concepts, principles a	NQF-level: 8 pric of Ancient Greek texts, including and theories;
Title Mo	dule code: GRKS672(24) e: Rhetoric of Ancient Greek Tex dule outcomes: er completion of this module, stu display extensive, systematic intelligent understanding of ke critically analyse and synthe	Year module tts dents should be able to: and profound knowledge of the rheto y terms, rules, concepts, principles a sise this knowledge by selecting s	NQF-level: 8 pric of Ancient Greek texts, including and theories; suitable themes from one or more
Title Moe Afte	dule code: GRKS672(24) e: Rhetoric of Ancient Greek Tex dule outcomes: er completion of this module, stu display extensive, systematic intelligent understanding of ke critically analyse and synthe relevant texts, evaluate them	Year module tts dents should be able to: and profound knowledge of the rheto ey terms, rules, concepts, principles a sise this knowledge by selecting s independently, and communicate the	NQF-level: 8 pric of Ancient Greek texts, including ind theories; uitable themes from one or more result in various formats;
Title Mo	dule code: GRKS672(24) e: Rhetoric of Ancient Greek Tex dule outcomes: er completion of this module, stu display extensive, systematic intelligent understanding of ke critically analyse and synthe relevant texts, evaluate them identify complex problems re	Year module tts dents should be able to: and profound knowledge of the rheto ey terms, rules, concepts, principles a sise this knowledge by selecting s independently, and communicate the elating to rhetoric in Ancient Greek	NQF-level: 8 pric of Ancient Greek texts, including ind theories; suitable themes from one or more result in various formats; a texts, especially in contemporary
Title Moe Afte	dule code: GRKS672(24) e: Rhetoric of Ancient Greek Tex dule outcomes: er completion of this module, stu display extensive, systematic intelligent understanding of ke critically analyse and synthe relevant texts, evaluate them identify complex problems re research on rhetoric, by mea	Year module tts dents should be able to: and profound knowledge of the rheto sy terms, rules, concepts, principles a sise this knowledge by selecting s independently, and communicate the elating to rhetoric in Ancient Greek ns of critical analysis, synthesis and	NQF-level: 8 bric of Ancient Greek texts, including and theories; uitable themes from one or more result in various formats; t texts, especially in contemporary d independent evaluation of data in
Title Mod Afte	dule code: GRKS672(24) e: Rhetoric of Ancient Greek Tex dule outcomes: er completion of this module, stu display extensive, systematic intelligent understanding of ke critically analyse and synthe relevant texts, evaluate them identify complex problems re research on rhetoric, by mea the form of an argument, and	Year module tts dents should be able to: and profound knowledge of the rheto ey terms, rules, concepts, principles a sise this knowledge by selecting s independently, and communicate the elating to rhetoric in Ancient Greek ins of critical analysis, synthesis and defend the result individually or in cla	NQF-level: 8 bric of Ancient Greek texts, including and theories; uitable themes from one or more result in various formats; t texts, especially in contemporary d independent evaluation of data in ass context.
Title Mod Afte • •	dule code: GRKS672(24) e: Rhetoric of Ancient Greek Tex dule outcomes: er completion of this module, stu display extensive, systematic intelligent understanding of ke critically analyse and synthe relevant texts, evaluate them identify complex problems re research on rhetoric, by mea the form of an argument, and dule code: GRKS673(24)	Year module tts dents should be able to: and profound knowledge of the rheto ey terms, rules, concepts, principles a sise this knowledge by selecting s independently, and communicate the elating to rhetoric in Ancient Greek ins of critical analysis, synthesis and defend the result individually or in cla Year module	NQF-level: 8 bric of Ancient Greek texts, including and theories; uitable themes from one or more result in various formats; t texts, especially in contemporary d independent evaluation of data in
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Title Moo Afte • • • • • • • • • • • • • • • • • • •	dule code: GRKS672(24) e: Rhetoric of Ancient Greek Tex dule outcomes: er completion of this module, stu display extensive, systematic intelligent understanding of ke critically analyse and synthe relevant texts, evaluate them identify complex problems re research on rhetoric, by mea the form of an argument, and dule code: GRKS673(24) e: Lifestyle Education in the Gree dule outcomes:	Year module tts dents should be able to: and profound knowledge of the rhetc ey terms, rules, concepts, principles a isise this knowledge by selecting s independently, and communicate the elating to rhetoric in Ancient Greek ns of critical analysis, synthesis and defend the result individually or in cla Year module ek New Testament	NQF-level: 8 bric of Ancient Greek texts, including and theories; uitable themes from one or more result in various formats; t texts, especially in contemporary d independent evaluation of data in ass context.
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Title Moo Afte • • • • • • • • • • • • • • • • • • •	dule code: GRKS672(24) e: Rhetoric of Ancient Greek Tex dule outcomes: er completion of this module, stu display extensive, systematic intelligent understanding of ke critically analyse and synthe relevant texts, evaluate them identify complex problems re research on rhetoric, by mea the form of an argument, and dule code: GRKS673(24) e: Lifestyle Education in the Gree dule outcomes: er completion of this module, stu	Year module tts dents should be able to: and profound knowledge of the rheto ey terms, rules, concepts, principles a sise this knowledge by selecting s independently, and communicate the elating to rhetoric in Ancient Greek ns of critical analysis, synthesis and defend the result individually or in cla Year module ek New Testament dents should be able to:	NQF-level: 8 bric of Ancient Greek texts, including and theories; uitable themes from one or more result in various formats; t texts, especially in contemporary d independent evaluation of data in ass context. NQF-level: 8
Title Moo Afte • • • • • • • • • • • • • • • • • • •	dule code: GRKS672(24) e: Rhetoric of Ancient Greek Tex dule outcomes: er completion of this module, stu display extensive, systematic intelligent understanding of ke critically analyse and synthe relevant texts, evaluate them identify complex problems ra research on rhetoric, by mea the form of an argument, and dule code: GRKS673(24) e: Lifestyle Education in the Gree dule outcomes: er completion of this module, stu display extensive, systematic	Year module tts dents should be able to: and profound knowledge of the rheto ey terms, rules, concepts, principles a sise this knowledge by selecting s independently, and communicate the elating to rhetoric in Ancient Greek ins of critical analysis, synthesis and defend the result individually or in cla Year module ek New Testament dents should be able to: c and profound knowledge of moral	NQF-level: 8 pric of Ancient Greek texts, including and theories; suitable themes from one or more result in various formats; a texts, especially in contemporary d independent evaluation of data in ass context. NQF-level: 8 exhortation in the Graeco-Roman
Title Moo Afte • • • • • • • • • • • • • • • • • • •	dule code: GRKS672(24) e: Rhetoric of Ancient Greek Tex dule outcomes: er completion of this module, stu display extensive, systematic intelligent understanding of ke critically analyse and synthe relevant texts, evaluate them identify complex problems ro research on rhetoric, by mea the form of an argument, and dule code: GRKS673(24) e: Lifestyle Education in the Gree dule outcomes: er completion of this module, stu display extensive, systematic world of the first century by, f	Year module tts dents should be able to: and profound knowledge of the rheto ey terms, rules, concepts, principles a sise this knowledge by selecting s independently, and communicate the elating to rhetoric in Ancient Greek ns of critical analysis, synthesis and defend the result individually or in cla Year module ek New Testament dents should be able to:	NQF-level: 8 pric of Ancient Greek texts, including and theories; suitable themes from one or more result in various formats; at texts, especially in contemporary d independent evaluation of data in ass context. NQF-level: 8 exhortation in the Graeco-Roman e state of research in this field and,
Title Moo Afte • • • • • • • • • • • • • • • • • • •	dule code: GRKS672(24) e: Rhetoric of Ancient Greek Tex dule outcomes: er completion of this module, stu display extensive, systematic intelligent understanding of ke critically analyse and synthe relevant texts, evaluate them identify complex problems re research on rhetoric, by mea the form of an argument, and dule code: GRKS673(24) e: Lifestyle Education in the Gree dule outcomes: er completion of this module, stu display extensive, systematic world of the first century by, secondly, reading a represent	Year module tts dents should be able to: and profound knowledge of the rheto ey terms, rules, concepts, principles a sise this knowledge by selecting s independently, and communicate the elating to rhetoric in Ancient Greek ns of critical analysis, synthesis and defend the result individually or in cla Year module ek New Testament dents should be able to: c and profound knowledge of moral tirst, familiarising themselves with the	NQF-level: 8 pric of Ancient Greek texts, including and theories; resultable themes from one or more result in various formats; texts, especially in contemporary d independent evaluation of data in ass context. NQF-level: 8 exhortation in the Graeco-Roman e state of research in this field and, reek texts;
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Title Moo Afte • • • • • • • • • • • • • • • • • • •	dule code: GRKS672(24) e: Rhetoric of Ancient Greek Tex- dule outcomes: er completion of this module, stu- display extensive, systematic intelligent understanding of ke critically analyse and synthe relevant texts, evaluate them identify complex problems re- research on rhetoric, by mea- the form of an argument, and dule code: GRKS673(24) e: Lifestyle Education in the Gree- dule outcomes: er completion of this module, stu- display extensive, systematic world of the first century by, 1 secondly, reading a representi- use this knowledge to put n literary relief by translating the	Year module tts dents should be able to: and profound knowledge of the rheto ay terms, rules, concepts, principles a sise this knowledge by selecting s independently, and communicate the elating to rhetoric in Ancient Greek ns of critical analysis, synthesis and defend the result individually or in cla Year module k New Testament dents should be able to: and profound knowledge of moral irist, familiarising themselves with the ative selection of relevant primary Gr noral exhortation in the Greek New	NQF-level: 8 pric of Ancient Greek texts, including ind theories; uitable themes from one or more result in various formats; texts, especially in contemporary d independent evaluation of data in ass context. NQF-level: 8 exhortation in the Graeco-Roman e state of research in this field and, reek texts; Testament in socio-historical and arly show the relief;
Titld Moo Afte • • • • • • • • • • • • • • • • • • •	dule code: GRKS672(24) e: Rhetoric of Ancient Greek Tex- dule outcomes: er completion of this module, stu- display extensive, systematic intelligent understanding of ke critically analyse and synthe relevant texts, evaluate them identify complex problems re- research on rhetoric, by mea- the form of an argument, and dule code: GRKS673(24) e: Lifestyle Education in the Gree- dule outcomes: er completion of this module, stu- display extensive, systematic world of the first century by, 1 secondly, reading a representi- use this knowledge to put n literary relief by translating the	Year module tts dents should be able to: and profound knowledge of the rheto ay terms, rules, concepts, principles a sise this knowledge by selecting s independently, and communicate the elating to rhetoric in Ancient Greek ns of critical analysis, synthesis and defend the result individually or in cla Year module ek New Testament dents should be able to: and profound knowledge of moral first, familiarising themselves with th ative selection of relevant primary Gr oral exhortation in the Greek New e particular scriptural passages to cle	NQF-level: 8 pric of Ancient Greek texts, including ind theories; uitable themes from one or more result in various formats; texts, especially in contemporary d independent evaluation of data in ass context. NQF-level: 8 exhortation in the Graeco-Roman e state of research in this field and, reek texts; Testament in socio-historical and arly show the relief;
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Titll Moo Afte • • • • • • • • • • • • • • • • • • •	dule code: GRKS672(24) e: Rhetoric of Ancient Greek Tex dule outcomes: er completion of this module, stu- display extensive, systematic intelligent understanding of ke critically analyse and synthe relevant texts, evaluate them identify complex problems ra- research on rhetoric, by mea the form of an argument, and dule code: GRKS673(24) e: Lifestyle Education in the Greed dule outcomes: er completion of this module, stu- display extensive, systematic world of the first century by, secondly, reading a represent use this knowledge to put n literary relief by translating the present the result in a suitable dule code: GRKS674(24) e: Classical Greek Mythology in dule outcomes:	Year module         tts         dents should be able to:         and profound knowledge of the rhetce         by terms, rules, concepts, principles a         sise this knowledge by selecting s         independently, and communicate the         elating to rhetoric in Ancient Greek         ns of critical analysis, synthesis and         defend the result individually or in classing         Year module         ek New Testament         dents should be able to:         c and profound knowledge of moral         first, familiarising themselves with the         ative selection of relevant primary Gr         noral exhortation in the Greek New         particular scriptural passages to cle         at T format within an ethically accepta         Year module         Context	NQF-level: 8 pric of Ancient Greek texts, including ind theories; uitable themes from one or more result in various formats; t exts, especially in contemporary d independent evaluation of data in ass context. NQF-level: 8 exhortation in the Graeco-Roman e state of research in this field and, reek texts; r Testament in socio-historical and arly show the relief; uble framework.
Titll Moo Afte • • • • • • • • • • • • • • • • • • •	dule code: GRKS672(24) e: Rhetoric of Ancient Greek Tex- dule outcomes: er completion of this module, stu- display extensive, systematic intelligent understanding of ke critically analyse and synthe relevant texts, evaluate them identify complex problems ra- research on rhetoric, by mea- the form of an argument, and dule code: GRKS673(24) e: Lifestyle Education in the Gree- dule outcomes: er completion of this module, stu- display extensive, systematic world of the first century by, 1 secondly, reading a represent use this knowledge to put n literary relief by translating the present the result in a suitable dule code: GRKS674(24) e: Classical Greek Mythology in dule outcomes: er completion of this module, stu- dule outcomes: er completion of this module, stu-	Year module         tts         dents should be able to:         and profound knowledge of the rhetory         ay terms, rules, concepts, principles and         sise this knowledge by selecting sidependently, and communicate the         elating to rhetoric in Ancient Greek         ns of critical analysis, synthesis and         defend the result individually or in classing         Year module         ek New Testament         dents should be able to:         c and profound knowledge of moral         first, familiarising themselves with the         ative selection of relevant primary Gr         noral exhortation in the Greek New         e particular scriptural passages to cle         ative should         ative should         ative selection of relevant primary Gr         boral exhortation in the Greek New         e particular scriptural passages to cle         ative should         be able to:         Year module         Context         dents should be able to:	NQF-level: 8 pric of Ancient Greek texts, including ind theories; uitable themes from one or more result in various formats; i texts, especially in contemporary d independent evaluation of data in ass context. NQF-level: 8 exhortation in the Graeco-Roman e state of research in this field and, reek texts; Testament in socio-historical and arly show the relief; ible framework. NQF-level: 8
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Titll Moo Afte • • • • • • • • • • • • • • • • • • •	dule code: GRKS672(24) e: Rhetoric of Ancient Greek Tex dule outcomes: er completion of this module, stu display extensive, systematic intelligent understanding of ke critically analyse and synthe relevant texts, evaluate them identify complex problems re research on rhetoric, by mea the form of an argument, and dule code: GRKS673(24) e: Lifestyle Education in the Greed dule outcomes: er completion of this module, stu display extensive, systematic world of the first century by, 1 secondly, reading a represent use this knowledge to put n literary relief by translating the present the result in a suitable dule code: GRKS674(24) e: Classical Greek Mythology in dule outcomes: er completion of this module, stu display extensive, systematic first, familiarising themselve:	Year module tts dents should be able to: and profound knowledge of the rhetc ey terms, rules, concepts, principles a sise this knowledge by selecting s independently, and communicate the elating to rhetoric in Ancient Greek ns of critical analysis, synthesis and defend the result individually or in cla Year module ek New Testament dents should be able to: c and profound knowledge of moral irrst, familiarising themselves with th ative selection of relevant primary Gi noral exhortation in the Greek New e articular scriptural passages to cle c T format within an ethically accepta Year module Context dents should be able to: c and profound knowledge of classic s with the state of research in th	NQF-level: 8 pric of Ancient Greek texts, including and theories; suitable themes from one or more result in various formats; texts, especially in contemporary d independent evaluation of data in ass context. NQF-level: 8 exhortation in the Graeco-Roman e state of research in this field and, reek texts; Testament in socio-historical and arly show the relief; table framework. NQF-level: 8 cal Greek mythology in context by,

<ul> <li>terms, rules, concepts, principle</li> <li>critically analyse and synthes</li> </ul>	es and theories; sise this knowledge by selecting s	uitable themes from one or more	
relevant texts, evaluating them	independently, and communicating	the result in various formats;	
		context, especially in contemporary	
	mythology, by means of critical ar	nalysis, synthesis and independent It individually or in class context.	
Module code: GRKS675(24)	Year module	NQF-level: 8	
Title: Septuagint studies			
Module outcomes:			
After completion of this module, stud	ents should be able to:		
<ul> <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 percopes from the Septuagint, evaluating them independently, and presenting the result in</li> </ul>			
<ul> <li>various formats;</li> <li>identify complex problems rel Septuagint, by means of critica</li> </ul>	lating to the Septuagint, especially al analysis, synthesis and independe	in contemporary research on the ent evaluation of data in the form of	
Module code: GRKS872(96)	esult individually or in class context. Year module	NQF-level: 9	
Title: Greek: Dissertation	fearmoune	NQF-level. 9	
Module outcomes:			
Students should be able to:	and appreciational knowledge on well a		
		as coherent critical understanding of on and the evaluation thereof under	
		evaluation of literature and existing	
research in the form of a resea	rch report (dissertation);	_	
	oblems within Greek as a discipline onsideration of other frameworks.	e through the analysis of their own	
ethical frameworks, with due of			
		NOF-level: 9	
Module code: GRKS876(32)	Year module	NQF-level: 9	
		NQF-level: 9	
Module code: GRKS876(32) Title: Perspectives on Greek Module outcomes: At the end of this module, students s	Year module		
Module code: GRKS876(32) Title: Perspectives on Greek Module outcomes: At the end of this module, students s • display, both orally and in wr	Year module should be able to: iting, extensive, systematic and sp	NQF-level: 9	
Module code: GRKS876(32) Title: Perspectives on Greek Module outcomes: At the end of this module, students s • display, both orally and in wr critical understanding of Greek	Year module should be able to: iting, extensive, systematic and sp as a discipline;	ecialised knowledge and coherent	
Module code: GRKS876(32)           Title: Perspectives on Greek           Module outcomes:           At the end of this module, students s           • display, both orally and in wr critical understanding of Greek           • analyse and synthesise this k collection skills, study and eval	Year module should be able to: iting, extensive, systematic and sp as a discipline; nowledge, and evaluate it under s luation of literature and existing rese	becialised knowledge and coherent supervision through well-developed arch;	
Module code: GRKS876(32)           Title: Perspectives on Greek           Module outcomes:           At the end of this module, students s           • display, both orally and in wr critical understanding of Greek           • analyse and synthesise this k collection skills, study and eval           • solve complex and real-life pro-	Year module should be able to: iting, extensive, systematic and sp as a discipline; knowledge, and evaluate it under s luation of literature and existing rese oblems and issues within Greek as	becialised knowledge and coherent supervision through well-developed arch; a discipline through the analysis of	
Module code: GRKS876(32)           Title: Perspectives on Greek           Module outcomes:           At the end of this module, students s           • display, both orally and in wr critical understanding of Greek           • analyse and synthesise this k collection skills, study and eval           • solve complex and real-life pro their own ethical frameworks, w	Year module hould be able to: iting, extensive, systematic and sp as a discipline; knowledge, and evaluate it under s luation of literature and existing rese oblems and issues within Greek as with due consideration of other frame	becialised knowledge and coherent supervision through well-developed arch; a discipline through the analysis of aworks.	
Module code: GRKS876(32) Title: Perspectives on Greek Module outcomes: At the end of this module, students s • display, both orally and in wr critical understanding of Greek • analyse and synthesise this k collection skills, study and eval • solve complex and real-life pro their own ethical frameworks, w Module code: GRKS991(224)	Year module should be able to: iting, extensive, systematic and sp as a discipline; knowledge, and evaluate it under s luation of literature and existing rese oblems and issues within Greek as	becialised knowledge and coherent supervision through well-developed arch; a discipline through the analysis of	
Module code: GRKS876(32) Title: Perspectives on Greek Module outcomes: At the end of this module, students s • display, both orally and in wr critical understanding of Greek • analyse and synthesise this k collection skills, study and eval • solve complex and real-life pro- their own ethical frameworks, v Module code: GRKS991(224) Title: Greek: Thesis	Year module hould be able to: iting, extensive, systematic and sp as a discipline; knowledge, and evaluate it under s luation of literature and existing rese oblems and issues within Greek as with due consideration of other frame	becialised knowledge and coherent supervision through well-developed arch; a discipline through the analysis of aworks.	
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Module code: GRKS876(32)         Title: Perspectives on Greek         Module outcomes:         At the end of this module, students s         • display, both orally and in wr critical understanding of Greek         • analyse and synthesise this k collection skills, study and eval         • solve complex and real-life pro their own ethical frameworks, w         Module code: GRKS991(224)         Title: Greek: Thesis         Module outcomes:         At the end of this module, students s         • display extensive, systematic a Greek as a discipline in their a supervision through well-deve and existing research in the for         • solve prominent complex and evaluation of their own ethical f         Module code: GRKS994(32)         Title: Perspectives on Greek         Module outcomes:         At the end of this module, students s         • display, both orally and in wr critical understanding of Greek         Module outcomes:         At the end of this module, students s         • display, both orally and in wr critical understanding of Greek         • analyse and synthesise this collection skills, independent si	Year module  thould be able to: iting, extensive, systematic and sp as a discipline; cnowledge, and evaluate it under s luation of literature and existing rese oblems and issues within Greek as with due consideration of other frame Year module  thould be able to: and specialised knowledge as well a analysis and synthesis of informatio loped collection skills, independent m of a thesis; d undefined problems in Greek a frameworks, with due consideration Year module  thould be able to: iting, extensive, systematic and sp as a discipline; knowledge, and evaluate it inde tudy and evaluation of literature and	becialised knowledge and coherent supervision through well-developed arch; a discipline through the analysis of works. NQF-level: 10 as coherent critical understanding of an and the evaluation thereof under t study and evaluation of literature s a discipline through the critical of other frameworks. NQF-level: 10 wecialised knowledge and coherent upendently through well-developed	

Module code: HERM322(12)	Semester 2	NQF-level: 7
Title: Introduction to Theological Her	meneutics	
Module outcomes:		
At the end of this module, students should be able to:		
<ul> <li>display complete and systematic knowledge and coherent and critical understanding of the field and</li> </ul>		
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;		
<ul> <li>on the basis of such knowledge and understanding, analyse and synthesise hermeneutic</li> </ul>		
pronouncements and exegetic results, and so engage in dialogue within an ethically acceptable		
	e result in a suitable IT format.	
Module code: HERM875(8)	Semester 1	NQF-level: 9
Title: Advanced Theological Hermen	eutics	
Module outcomes:		
At the end of this module, students should be able to:		
<ul> <li>display extensive, systematic and specialised knowledge as well as coherent critical understanding of</li> </ul>		
the fundamentals of Reformed Hermeneutics, both orally and in writing;		
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 models used in		
Biblical Studies through the critical evaluation of their own ethical frameworks;		
• 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;		
<ul> <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>		
Module code: HOML211(8)	Semester 1	NQF-level: 6
Title: Scriptural Fundamentals of Ho	miletics	
Module outcomes:		
At the end of this module, students should be able to:		
display in-depth knowledge and extensive understanding of the Scriptural fundamentals of preaching;		
<ul> <li>effectively select and apply the preliminary steps in the process of writing a sermon; select and use</li> </ul>		
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 ;		
<ul> <li>formulate the draft of the sermon logically and in readily-communicable Afrikaans or English;</li> </ul>		
<ul> <li>present well-defined, familiar and unfamiliar problems in an unfamiliar context in their own framework,</li> </ul>		
so as to communicate the draft		nar context in their own namework,
	Semester 1	NQF-level: 8
		14027-16461.0
Title: Principles and Practice of Preaching		
Module outcomes:		
At the end of this module, students should be able to:		
<ul> <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</li> </ul>		
message of a biblical passage on to the life of the listener through an exegetic, hermeneutic and		
homiletic process;		
<ul> <li>demonstrate their skills in accountable, balanced and effective use of the Bible, hermeneutic bridging</li> </ul>		
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;		
		anced sense of responsibility with
		, and develop acute understanding
		teners in a way which is neither
manipulative nor truth obscura		,
	ve step in delivering a sermon to	listeners amid the complexity and
problematic of their lives.	,	
Module code HOML622(8)	Semester 2	NQF-level 8
Title: Creative Preaching and Practical Class Sermons (Preaching Class) Module outcomes:		
At the end of this module, students should be able to:		
<ul> <li>demonstrate extensive, systematic and profound knowledge of the principles of preaching relating to</li> </ul>		
God and the Bible	nate and protound knowledge of th	is philopies of predoming relating to
Gou and the Dible		

with regard to the genre of the text and narrative preaching and communicate the result in a suitable format

- identify complex and real-life problems and issues in the lives of church members and the minister
- 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
- 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.

The control of the section of the se			
Title: Applied Homiletics			
Module code: HOML821(8)	Semester 2	NQF-level: 9	
Module code: HOML821(8)           Module outcomes:           At the end of this module, students s           •         use the different elements in knowledge of the various form collection skills in the research           •         integrate the sermon and the service and the encounter that           •         work out an effective programm full-time ministry, with due con whose lives are affected and in	n the sermon-making process to ats required by the variables in co necessary to achieve this object; liturgy, with coherent and critical is taking place; me for the practising of personal sp sideration of a suitable ethical fram fluenced by the work of a preacher; ble three-month programme for se	NQF-level: 9 Preflect extensive and systematic Intemporary situations, and effective understanding of the nature of the pirituality in the complex situation of nework with regard to all the people promos, with due consideration of a s are affected and influenced by the NQF-level: 9	
Title: Homiletics: Dissertation			
<ul> <li>Module outcomes:</li> <li>Students should be able to:</li> <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</li> </ul>			
their own and other critical fram Module code: HOML873(48)	Year module	NQF-level: 9	
Title: Homiletics: Mini Dissertation			
<ul> <li>Module outcomes:</li> <li>Students should be able to:</li> <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>			
Module code: HOML874(16)			
	Year module	NQF-level: 9	
	Year module	NQF-level: 9	
Title: Perspectives on Homiletics Module outcomes: After completion of this module, stud discuss a selection of topics in the ethical frameworks, communicate sp critical analysis, synthesis and indep	ents should be able to: field of Homiletics and, with due c becialised knowledge on the subjec endent evaluation of the research fi	onsideration of their own and other t, displaying the necessary skills for eld.	
Title: Perspectives on Homiletics Module outcomes: After completion of this module, stud discuss a selection of topics in the ethical frameworks, communicate sp	ents should be able to: field of Homiletics and, with due c pecialised knowledge on the subjec	onsideration of their own and other t, displaying the necessary skills for	

Module code: HOML991(224)	Year module	NQF-level: 10	
Title: Homiletics: Thesis			
Module outcomes:			
Students should be able to:			
• submit a research proposal for a prominent area in the discipline by means of critical analysis,			
synthesis and independent evaluation;			
• provide evidence that they are familiar with the research methods and techniques of their field and			
able to use them in a specialise			
	ne statement of the problem and t		
	eloped collection skills, including	critical analysis, synthesis and	
	rough independent literature study;		
	tical ability, critical approach and ind		
	nd their ability to record the results of	of their research, with due regard to	
their own and other critical fram			
Module code: HOML994(32)	Year module	NQF-level: 10	
Title: Perspectives on Homiletics			
Module outcomes:			
After completion of this module, stud			
conduct a verbal discussion on the			
discussion, students should demonst			
the pertinent areas of the subject			
conclusions, and an advanced e	thical assessment framework to	deal responsibly with research	
methodology and results.			
	Semester 1	NQF-level: 6	
Title: Biblical Fundamentals of Catec	hetics		
Module outcomes:			
After completion of this module, stud	ents should be able to:		
<ul> <li>display basic knowledge of Ca</li> </ul>			
	ny given context, and communicate	it orally as well as in writing in a	
suitable format within an acce			
	ned theological approach to creat	ive biblical instruction in different	
contexts after obtaining the appropriate teaching skills.			
· _ · _ · _ · _ · _ · _ · · _ ·	· · · · · · · · · · · · · · · · · · ·		
Module code: KATE212(8)	Semester 2	NQF-level: 6	
Module code: KATE212(8) Title: Catechetics: Creative Bible Inst	Semester 2	NQF-level: 6	
Module code: KATE212(8) Title: Catechetics: Creative Bible Inst Module outcomes:	Semester 2 Irruction	NQF-level: 6	
Module code: KATE212(8) Title: Catechetics: Creative Bible Inst Module outcomes: After completing this module, studen	Semester 2 ruction ts should be able to:	NQF-level: 6	
Module code: KATE212(8) Title: Catechetics: Creative Bible Inst Module outcomes: After completing this module, studen • display basic knowledge of Ca	Semester 2 cruction ts should be able to: atechetics;		
Module code: KATE212(8) Title: Catechetics: Creative Bible Inst Module outcomes: After completing this module, studen • display basic knowledge of Ca • analyse this knowledge in ar	Semester 2 iruction ts should be able to: atechetics; ny given context, and communicate		
Module code: KATE212(8) Title: Catechetics: Creative Bible Inst Module outcomes: After completing this module, studen • display basic knowledge of Ca • analyse this knowledge in ar suitable format within an acce	Semester 2 struction ts should be able to: atechetics; y given context, and communicate ptable ethical framework;	it orally as well as in writing in a	
Module code: KATE212(8) Title: Catechetics: Creative Bible Inst Module outcomes: After completing this module, studen • display basic knowledge of Ca • analyse this knowledge in ar suitable format within an acce • select and apply the Reform	Semester 2 struction ts should be able to: atechetics; ny given context, and communicate ptable ethical framework; ned theological approach to creat	it orally as well as in writing in a	
Module code: KATE212(8) Title: Catechetics: Creative Bible Inst Module outcomes: After completing this module, studen • display basic knowledge of Ca • analyse this knowledge in ar suitable format within an acce • select and apply the Reforr contexts after obtaining the ap	Semester 2 truction ts should be able to: atechetics; ny given context, and communicate ptable ethical framework; ned theological approach to creat propriate teaching skills	it orally as well as in writing in a ive biblical instruction in different	
Module code: KATE212(8) Title: Catechetics: Creative Bible Inst Module outcomes: After completing this module, studen • display basic knowledge of Ca • analyse this knowledge in ar suitable format within an acce • select and apply the Reforr contexts after obtaining the ap Module code: KATE621(8)	Semester 2 struction ts should be able to: atechetics; ny given context, and communicate ptable ethical framework; ned theological approach to creat	it orally as well as in writing in a	
Module code: KATE212(8) Title: Catechetics: Creative Bible Inst Module outcomes: After completing this module, studen • display basic knowledge of Ca • analyse this knowledge in ar suitable format within an acce • select and apply the Reforr contexts after obtaining the ap	Semester 2 truction ts should be able to: atechetics; ny given context, and communicate ptable ethical framework; ned theological approach to creat propriate teaching skills	it orally as well as in writing in a ive biblical instruction in different	
Module code: KATE212(8) Title: Catechetics: Creative Bible Inst Module outcomes: After completing this module, studen • display basic knowledge of Ca • analyse this knowledge in ar suitable format within an acce • select and apply the Reforr contexts after obtaining the ap Module code: KATE621(8)	Semester 2 truction ts should be able to: atechetics; ny given context, and communicate ptable ethical framework; ned theological approach to creat propriate teaching skills	it orally as well as in writing in a ive biblical instruction in different	
Module code: KATE212(8) Title: Catechetics: Creative Bible Inst Module outcomes: After completing this module, studen • display basic knowledge of Ca • analyse this knowledge in ar suitable format within an acce • select and apply the Reform contexts after obtaining the ap Module code: KATE621(8) Title: Creative Biblical Instruction	Semester 2 struction ts should be able to: atechetics; hy given context, and communicate ptable ethical framework; ned theological approach to creat propriate teaching skills Semester 2	it orally as well as in writing in a ive biblical instruction in different	
Module code: KATE212(8) Title: Catechetics: Creative Bible Inst Module outcomes: After completing this module, studen display basic knowledge of Ca analyse this knowledge in ar suitable format within an acce select and apply the Reforr contexts after obtaining the ap Module code: KATE621(8) Title: Creative Biblical Instruction Module outcomes: After completion of this module, stude	Semester 2 struction ts should be able to: atechetics; hy given context, and communicate ptable ethical framework; ned theological approach to creat propriate teaching skills Semester 2	it orally as well as in writing in a ive biblical instruction in different NQF-level: 8	
Module code: KATE212(8)           Title: Catechetics: Creative Bible Inst           Module outcomes:           After completing this module, studen           • display basic knowledge of Ca           • analyse this knowledge in ar suitable format within an acce           • select and apply the Reforr contexts after obtaining the ap           Module code: KATE621(8)           Title: Creative Biblical Instruction           Module outcomes:           After completion of this module, stud           • display systematic and in-depth	Semester 2 struction ts should be able to: atechetics; hy given context, and communicate ptable ethical framework; ned theological approach to creat propriate teaching skills Semester 2 ents should be able to: h knowledge of the origin, history and	it orally as well as in writing in a ive biblical instruction in different NQF-level: 8	
Module code: KATE212(8)         Title: Catechetics: Creative Bible Inst         Module outcomes:         After completing this module, studen         • display basic knowledge of Ca         • analyse this knowledge of Ca         • analyse this knowledge in ar suitable format within an acce         • select and apply the Reform contexts after obtaining the ap         Module code: KATE621(8)         Title: Creative Biblical Instruction         Module outcomes:         After completion of this module, stud         • display systematic and in-deptt         • critically analyse, synthesise and both orally and in writing in a stude	Semester 2 struction ts should be able to: atechetics; ny given context, and communicate ptable ethical framework; ned theological approach to creat propriate teaching skills Semester 2 ents should be able to: n knowledge of the origin, history and nd implement this knowledge in any uitable format within an accepted eth	it orally as well as in writing in a ive biblical instruction in different <b>NQF-level: 8</b> d biblical teaching of Catechetics; given context, and communicate it ical framework;	
Module code: KATE212(8)         Title: Catechetics: Creative Bible Inst         Module outcomes:         After completing this module, studen         • display basic knowledge of Ca         • analyse this knowledge of Ca         • analyse this knowledge in ar suitable format within an acce         • select and apply the Reform contexts after obtaining the ap         Module code: KATE621(8)         Title: Creative Biblical Instruction         Module outcomes:         After completion of this module, stud         • display systematic and in-deptt         • critically analyse, synthesise and both orally and in writing in a stude	Semester 2 struction ts should be able to: atechetics; ny given context, and communicate ptable ethical framework; ned theological approach to creat propriate teaching skills Semester 2 ents should be able to: h knowledge of the origin, history and nd implement this knowledge in any	it orally as well as in writing in a ive biblical instruction in different <b>NQF-level: 8</b> d biblical teaching of Catechetics; given context, and communicate it ical framework;	
Module code: KATE212(8)         Title: Catechetics: Creative Bible Inst         Module outcomes:         After completing this module, studen         • display basic knowledge of Ca         • analyse this knowledge of Ca         • analyse this knowledge in ar suitable format within an acce         • select and apply the Reform contexts after obtaining the ap         Module code: KATE621(8)         Title: Creative Biblical Instruction         Module outcomes:         After completion of this module, stud         • display systematic and in-deptt         • critically analyse, synthesise and both orally and in writing in a stude	Semester 2 struction ts should be able to: atechetics; ny given context, and communicate ptable ethical framework; ned theological approach to creat propriate teaching skills Semester 2 ents should be able to: n knowledge of the origin, history and nd implement this knowledge in any uitable format within an accepted eth	it orally as well as in writing in a ive biblical instruction in different <b>NQF-level: 8</b> d biblical teaching of Catechetics; given context, and communicate it ical framework;	
Module code: KATE212(8) Title: Catechetics: Creative Bible Inst Module outcomes: After completing this module, studen display basic knowledge of Ca analyse this knowledge in ar suitable format within an acce select and apply the Reforr contexts after obtaining the ap Module code: KATE621(8) Title: Creative Biblical Instruction Module outcomes: After completion of this module, stud display systematic and in-deptf critically analyse, synthesise ar both orally and in writing in a su identify and synthesise the c theological perspective.	Semester 2 struction ts should be able to: atechetics; ny given context, and communicate ptable ethical framework; ned theological approach to creat propriate teaching skills Semester 2 ents should be able to: n knowledge of the origin, history and nd implement this knowledge in any uitable format within an accepted eth	it orally as well as in writing in a ive biblical instruction in different <b>NQF-level: 8</b> d biblical teaching of Catechetics; given context, and communicate it ical framework;	
Module code: KATE212(8)         Title: Catechetics: Creative Bible Inst         Module outcomes:         After completing this module, studen         • display basic knowledge of Ca         • analyse this knowledge of Ca         • analyse this knowledge in ar suitable format within an acce         • select and apply the Reform contexts after obtaining the ap         Module code: KATE621(8)         Title: Creative Biblical Instruction         Module outcomes:         After completion of this module, stud         • display systematic and in-deptf         • critically analyse, synthesise ar both orally and in writing in a suboth orally and synthesise the contheological perspective.	Semester 2 struction ts should be able to: atechetics; by given context, and communicate ptable ethical framework; ned theological approach to creat propriate teaching skills Semester 2 ents should be able to: h knowledge of the origin, history and m dimplement this knowledge in any uitable format within an accepted eth critically collected information in var	it orally as well as in writing in a ive biblical instruction in different <b>NQF-level: 8</b> d biblical teaching of Catechetics; given context, and communicate it ical framework; arious contexts from a Reformed	
Module code: KATE212(8)         Title: Catechetics: Creative Bible Inst         Module outcomes:         After completing this module, studen         • display basic knowledge of Ca         • analyse this knowledge of Ca         • analyse this knowledge in ar         suitable format within an acce         • select and apply the Reforr         contexts after obtaining the ap         Module code: KATE621(8)         Title: Creative Biblical Instruction         Module outcomes:         After completion of this module, stud         • display systematic and in-deptf         • critically analyse, synthesise an         both orally and in writing in a studentify and synthesise the contextory.         Module code: KATE672(16)	Semester 2 struction ts should be able to: atechetics; by given context, and communicate ptable ethical framework; ned theological approach to creat propriate teaching skills Semester 2 ents should be able to: h knowledge of the origin, history and m dimplement this knowledge in any uitable format within an accepted eth critically collected information in var	it orally as well as in writing in a ive biblical instruction in different <b>NQF-level: 8</b> d biblical teaching of Catechetics; given context, and communicate it ical framework; arious contexts from a Reformed	
Module code: KATE212(8)           Title: Catechetics: Creative Bible Inst           Module outcomes:           After completing this module, studen           • display basic knowledge of Ca           • analyse this knowledge in ar suitable format within an acce           • select and apply the Reforr contexts after obtaining the ap           Module code: KATE621(8)           Title: Creative Biblical Instruction           Module outcomes:           After completion of this module, stud           • display systematic and in-deptf           • critically analyse, synthesise are both orally and in writing in a su           • identify and synthesise the or theological perspective.           Module code: KATE672(16)           Title: Pastoral Counselling	Semester 2 struction ts should be able to: atechetics; ny given context, and communicate ptable ethical framework; med theological approach to creat propriate teaching skills Semester 2 ents should be able to: In knowledge of the origin, history and implement this knowledge in any uitable format within an accepted eth sritically collected information in va Year module	it orally as well as in writing in a ive biblical instruction in different <b>NQF-level: 8</b> d biblical teaching of Catechetics; given context, and communicate it ical framework; arious contexts from a Reformed	
Module code: KATE212(8)           Title: Catechetics: Creative Bible Inst           Module outcomes:           After completing this module, studen           • display basic knowledge of Ca           • analyse this knowledge in ar suitable format within an acce           • select and apply the Reforr contexts after obtaining the ap           Module code: KATE621(8)           Title: Creative Biblical Instruction           Module outcomes:           After completion of this module, studi           • display systematic and in-depti           • critically analyse, synthesise and both orally and in writing in a studentify and synthesise the contending and sy	Semester 2 struction ts should be able to: atechetics; ny given context, and communicate ptable ethical framework; med theological approach to creat propriate teaching skills Semester 2 ents should be able to: In knowledge of the origin, history and implement this knowledge in any uitable format within an accepted eth sritically collected information in va Year module	it orally as well as in writing in a ive biblical instruction in different <b>NQF-level: 8</b> d biblical teaching of Catechetics; given context, and communicate it iical framework; arious contexts from a Reformed <b>NQF-level: 8</b>	
Module code: KATE212(8)           Title: Catechetics: Creative Bible Inst           Module outcomes:           After completing this module, studen           • display basic knowledge of Ca           • analyse this knowledge in ar suitable format within an acce           • select and apply the Reforr contexts after obtaining the ap           Module code: KATE621(8)           Title: Creative Biblical Instruction           Module outcomes:           After completion of this module, studi           • display systematic and in-depti           • critically analyse, synthesise and both orally and in writing in a studentify and synthesise the contending and sy	Semester 2 truction ts should be able to: atechetics; ny given context, and communicate ptable ethical framework; ned theological approach to creat propriate teaching skills Semester 2 ents should be able to: n knowledge of the origin, history and n knowledge in any uitable format within an accepted eth ritically collected information in vary Year module ents should be able to:	it orally as well as in writing in a ive biblical instruction in different <b>NQF-level: 8</b> d biblical teaching of Catechetics; given context, and communicate it iical framework; arious contexts from a Reformed <b>NQF-level: 8</b>	
Module code: KATE212(8)           Title: Catechetics: Creative Bible Inst           Module outcomes:           After completing this module, studen           • display basic knowledge of Ca           • analyse this knowledge in ar           suitable format within an acce           • select and apply the Reforr           contexts after obtaining the ap           Module code: KATE621(8)           Title: Creative Biblical Instruction           Module outcomes:           After completion of this module, stud           • display systematic and in-deptf           • critically analyse, synthesise an both orally and in writing in a st           • didentify and synthesise the co theological perspective.           Module outcomes:           After completion of this module, stud           • didentify and synthesise the co theological perspective.           Module outcomes:           After completion of this module, stud           • demonstrate systematic and Catechetics;	Semester 2 truction ts should be able to: atechetics; ny given context, and communicate ptable ethical framework; ned theological approach to creat propriate teaching skills Semester 2 ents should be able to: n knowledge of the origin, history and nd implement this knowledge in any uitable format within an accepted eth ritically collected information in va Year module ents should be able to: in-depth knowledge of the origin,	it orally as well as in writing in a ive biblical instruction in different <b>NQF-level: 8</b> d biblical teaching of Catechetics; given context, and communicate it lical framework; arious contexts from a Reformed <b>NQF-level: 8</b> , history and biblical teaching of	
Module code: KATE212(8)           Title: Catechetics: Creative Bible Inst           Module outcomes:           After completing this module, studen           • display basic knowledge of Ca           • analyse this knowledge of Ca           • analyse this knowledge in ar suitable format within an acce           • select and apply the Reforr contexts after obtaining the ap           Module code: KATE621(8)           Title: Creative Biblical Instruction           Module outcomes:           After completion of this module, stud           • display systematic and in-deptf           • critically analyse, synthesise an both orally and in writing in a si           • identify and synthesise the cotheological perspective.           Module outcomes:           After completion of this module, stud           • display systematic and in-deptf           • critically analyse, synthesise the cotheological perspective.           Module outcomes:           After completion of this module, stud           • demonstrate systematic and catechetics;           • critically analyse, synthesise and catechetics;	Semester 2 struction ts should be able to: atechetics; ny given context, and communicate ptable ethical framework; ned theological approach to creat propriate teaching skills Semester 2 ents should be able to: In knowledge of the origin, history and implement this knowledge in any uitable format within an accepted eth pritically collected information in va Year module ents should be able to: in-depth knowledge of the origin, nd implement this knowledge in any ents should be able to: in-depth knowledge of the origin, nd implement this knowledge in any should be able to: in-depth knowledge of the origin, nd implement this knowledge in any	it orally as well as in writing in a ive biblical instruction in different <b>NQF-level: 8</b> d biblical teaching of Catechetics; given context, and communicate it ical framework; arious contexts from a Reformed <b>NQF-level: 8</b> , history and biblical teaching of ny given context and communicate	
Module code: KATE212(8)           Title: Catechetics: Creative Bible Inst           Module outcomes:           After completing this module, studen           • display basic knowledge of Ca           • analyse this knowledge in ar suitable format within an acce           • select and apply the Reforr contexts after obtaining the ar           Module code: KATE621(8)           Title: Creative Biblical Instruction           Module code: KATE621(8)           Title: Creative Biblical Instruction           Module outcomes:           After completion of this module, stud           • display systematic and in-deptf           • critically analyse, synthesise are both orally and in writing in a su           • identify and synthesise the cotheological perspective.           Module code: KATE672(16)           Title: Pastoral Counselling           Module outcomes:           After completion of this module, stud           • demonstrate systematic and Catechetics;           • critically analyse, synthesise are systematic and Catechetics;           • critically analyse, synthesise are this knowledge orally and in writer	Semester 2 truction ts should be able to: atechetics; ny given context, and communicate ptable ethical framework; ned theological approach to creat propriate teaching skills Semester 2 ents should be able to: n knowledge of the origin, history and nd implement this knowledge in any uitable format within an accepted eth ritically collected information in va Year module ents should be able to: in-depth knowledge of the origin,	it orally as well as in writing in a ive biblical instruction in different <b>NQF-level: 8</b> d biblical teaching of Catechetics; given context, and communicate it ical framework; arious contexts from a Reformed <b>NQF-level: 8</b> , history and biblical teaching of ny given context and communicate ework in a relevant format;	

Module code: KATE872(96)	Year module	NQF-level: 9	
Title: Catechetics: Dissertation			
Module outcomes:			
Students should be able to:			
• submit a research proposal which demonstrates coherent and critical understanding of a well-defined			
and formulated catechetics research topic;			
<ul> <li>display specialised knowledge of research methods and techniques in this field;</li> </ul>			
	atement of the problem, aim, field, me		
• present a scientifically prepared dissertation which proves analytical ability, a critical approach and			
independent insight.			
Module code: KATE873(48)	Year module	NQF-level: 9	
Title: Catechetics: Mini Dissertation	1		
Module outcomes: Students should be able to:			
	which demonstrates critical understan	ding and a clear outline of a limited	
research topic;		3	
<ul> <li>provide evidence that they are</li> </ul>	e conversant with the research metho	ds and techniques of the subject ;	
• document the statement of	the problem, aim, field, method, res	sults and conclusion in a scientific	
manner;			
<ul> <li>write a mini dissertation in v results of their research.</li> </ul>	which they report on their research s	skills and their ability to record the	
Module code: KATE874(16)	Year module	NQF-level: 9	
Title: Perspectives on Catechetics			
Module outcomes:			
After completion of this module, stu	udents should be able to:		
	and apply them effectively to selected	areas in the discipline;	
	systematic knowledge in the solution		
by themselves;	, .		
<ul> <li>write submissions which a</li> </ul>	are to be presented to role-players	s in education so as to make a	
constructive contribution to	the moral education of communities.		
Module code: KATE876(32)	Year module	NQF-level: 9	
	Year module	NQF-level: 9	
Module code: KATE876(32)	Year module	NQF-level: 9	
Module code: KATE876(32) Title: Perspectives on Catechetics Module outcomes: After completion of this module, stu	udents should be able to:		
Module code: KATE876(32) Title: Perspectives on Catechetics Module outcomes: After completion of this module, stu • identify catechetic theories a	udents should be able to: and apply them effectively to selected	areas in the discipline;	
Module code: KATE876(32)           Title: Perspectives on Catechetics           Module outcomes:           After completion of this module, stu- identify catechetic theories a demonstrate extensive and	udents should be able to:	areas in the discipline;	
Module code: KATE876(32)           Title: Perspectives on Catechetics           Module outcomes:           After completion of this module, str           identify catechetic theories a           demonstrate extensive and by themselves;	udents should be able to: and apply them effectively to selected systematic knowledge in the solutior	areas in the discipline; n of the catechetic issues identified	
Module code: KATE876(32) Title: Perspectives on Catechetics Module outcomes: After completion of this module, stu identify catechetic theories a demonstrate extensive and by themselves; write submissions which a	udents should be able to: and apply them effectively to selected systematic knowledge in the solutior are to be presented to role-players	areas in the discipline; n of the catechetic issues identified	
Module code: KATE876(32) Title: Perspectives on Catechetics Module outcomes: After completion of this module, stu • identify catechetic theories a • demonstrate extensive and by themselves; • write submissions which a constructive contribution to	udents should be able to: and apply them effectively to selected systematic knowledge in the solutior are to be presented to role-players the moral education of communities.	areas in the discipline; n of the catechetic issues identified s in education so as to make a	
Module code: KATE876(32) Title: Perspectives on Catechetics Module outcomes: After completion of this module, stu • identify catechetic theories a • demonstrate extensive and by themselves; • write submissions which a constructive contribution to the second Module code: KATE991(224)	udents should be able to: and apply them effectively to selected systematic knowledge in the solutior are to be presented to role-players the moral education of communities.	areas in the discipline; n of the catechetic issues identified	
Module code: KATE876(32) Title: Perspectives on Catechetics Module outcomes: After completion of this module, stu • identify catechetic theories a • demonstrate extensive and by themselves; • write submissions which a constructive contribution to Module code: KATE991(224) Title: Catechetics: Thesis	udents should be able to: and apply them effectively to selected systematic knowledge in the solutior are to be presented to role-players the moral education of communities.	areas in the discipline; n of the catechetic issues identified s in education so as to make a	
Module code: KATE876(32) Title: Perspectives on Catechetics Module outcomes: After completion of this module, stu • identify catechetic theories a • demonstrate extensive and by themselves; • write submissions which a constructive contribution to Module code: KATE991(224) Title: Catechetics: Thesis Module outcomes:	udents should be able to: and apply them effectively to selected systematic knowledge in the solutior are to be presented to role-players the moral education of communities.	areas in the discipline; n of the catechetic issues identified s in education so as to make a	
Module code: KATE876(32)         Title: Perspectives on Catechetics         Module outcomes:         After completion of this module, stu-         • identify catechetic theories a         • demonstrate extensive and         by themselves;         • write submissions which a         constructive contribution to b         Module code: KATE991(224)         Title: Catechetics: Thesis         Module outcomes:         Students should be able to:	udents should be able to: and apply them effectively to selected systematic knowledge in the solutior are to be presented to role-players the moral education of communities. Year module	areas in the discipline; n of the catechetic issues identified s in education so as to make a NQF-level: 10	
Module code: KATE876(32) Title: Perspectives on Catechetics Module outcomes: After completion of this module, stt identify catechetic theories a demonstrate extensive and by themselves; write submissions which a constructive contribution to Module code: KATE991(224) Title: Catechetics: Thesis Module outcomes: Students should be able to: identify an unexploited area	udents should be able to: and apply them effectively to selected systematic knowledge in the solutior are to be presented to role-players the moral education of communities. Year module in the discipline through comparativ	areas in the discipline; n of the catechetic issues identified s in education so as to make a NQF-level: 10	
Module code: KATE876(32)           Title: Perspectives on Catechetics           Module outcomes:           After completion of this module, str           identify catechetic theories a           demonstrate extensive and by themselves;           write submissions which a constructive contribution to a demodule code: KATE991(224)           Title: Catechetics: Thesis           Module outcomes:           Students should be able to:           identify an unexploited area sources, and indicate the me	udents should be able to: and apply them effectively to selected systematic knowledge in the solutior are to be presented to role-players the moral education of communities. Year module in the discipline through comparativ rit and actuality of the area;	areas in the discipline; n of the catechetic issues identified s in education so as to make a <b>NQF-level: 10</b> re literature study of contemporary	
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<ul> <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>			
Module code: KDGE121(8)	Semester 2	NQF-level: 5	
Title: Fundamentals of Church and I	Dogma History	•	
<ul> <li>Module outcomes:</li> <li>At the end of this module, students should be able to:</li> <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> </ul>			
<ul> <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>			
Module code: KDGE211(16)	Semester 1	NQF-level: 6	
Title: Early Christian and Mediaeval			
Module outcomes:			
<ul> <li>understanding of the dogmatic</li> <li>in the light of this knowledge, academic paper, all within an e</li> </ul>	of the history of the early Chris issues of that time; analyse the church historical data ethically acceptable framework;	tian church as well as extensive and present the result in a suitable	
<ul> <li>assess and solve well-defined missionary work in the Middle</li> </ul>		the church, especially the history of	
Module code: KDGE221(16)	Semester 2	NQF-level: 6	
Title: The Reformation and Modern	Church and Dogma History	-	
Module outcomes: At the end of this module, students s			
<ul> <li>display in-depth knowledge o theological disputes at the core</li> </ul>		and extensive understanding of the	
		and present the result in a suitable	
<ul> <li>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</li> </ul>			
<ul> <li>solve well-defined problems against the background of mo</li> </ul>	in the development of Church an		
solve well-defined problems	in the development of Church an		
<ul> <li>solve well-defined problems against the background of mo today.</li> </ul>	in the development of Church an dern philosophical trends, and indic	ate their influence on the church of	
solve well-defined problems against the background of mo today.     Module code: KDGE311(16)     Title: South African Church History     Module outcomes:	in the development of Church an dern philosophical trends, and indic	ate their influence on the church of	
solve well-defined problems against the background of mo today.     Module code: KDGE311(16)     Title: South African Church History     Module outcomes:     At the end of this module, students s	in the development of Church an dern philosophical trends, and indic Semester 1	ate their influence on the church of NQF-level: 7	
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solve well-defined problems against the background of mo today.     Module code: KDGE311(16)     Title: South African Church History     Module outcomes:     At the end of this module, students s     display profound and systema coherent and critical understat the missionary work of the chu     select and apply this knowledd ethically acceptable framework     solve unfamiliar concrete and be conversant with their own church traditions in South Afric Module code: KDGE312(12)     Title: Church History: The Reformati Module outcomes:     After completion of this module stud     display in-depth knowledge of that time;     understand and evaluate the     Module code: KDGE321(16)     Title: Church History: The Reformati	in the development of Church an dern philosophical trends, and indic Semester 1 should be able to: atic knowledge of the history of the nding of the influence of socio-politic rrch; ge effectively, and present it in a su c; abstract problems in South African of church tradition and assess it critica a. Semester 1 on. ents should be able to: of the Reformation, particularly the of development of the church of the Reformation Semester 2	ANQF-level: 7 A church in South Africa, as well as a cal developments in South Africa on a development of the history of other a development of the history of the history of other a development of the history of the history of other a development of the history of the	
<ul> <li>solve well-defined problems against the background of motoday.</li> <li>Module code: KDGE311(16)</li> <li>Title: South African Church History</li> <li>Module outcomes:</li> <li>At the end of this module, students solve and and critical understate the missionary work of the chueselect and apply this knowledde ethically acceptable framework solve unfamiliar concrete and solve unchartations in South Africe Module code: KDGE312(12)</li> <li>Title: Church History: The Reformation of this module studet that time;</li> <li>understand and evaluate the Module code: KDGE321(16)</li> <li>Title: Church History: The Reformation of the solve understand and evaluate the Module code: KDGE321(16)</li> </ul>	in the development of Church an dern philosophical trends, and indic Semester 1 Should be able to: atic knowledge of the history of the nding of the influence of socio-politic rch; ge effectively, and present it in a su c; abstract problems in South African of church tradition and assess it critica a. Semester 1 on. ents should be able to: of the Reformation, particularly the of development of the church of the Reformation Semester 2 on	ANQF-level: 7 A church in South Africa, as well as cal developments in South Africa on uitable academic paper, all within an church history; ally in the light of the history of other NQF-level: 7 doctrines and church polity issues of eformation.	
<ul> <li>solve well-defined problems against the background of mo today.</li> <li>Module code: KDGE311(16)</li> <li>Title: South African Church History</li> <li>Module outcomes:</li> <li>At the end of this module, students s</li> <li>display profound and systema coherent and critical understat the missionary work of the chu</li> <li>select and apply this knowled ethically acceptable framework</li> <li>solve unfamiliar concrete and</li> <li>be conversant with their own of church traditions in South Afric</li> <li>Module code: KDGE312(12)</li> <li>Title: Church History: The Reformati</li> <li>Module outcomes:</li> <li>After completion of this module stud</li> <li>display in-depth knowledge of that time;</li> <li>understand and evaluate the</li> <li>Module code: KDGE321(16)</li> <li>Title: Church History: The Reformati</li> <li>Module outcomes:</li> <li>At the end of this module, students s</li> <li>display profound and syster understanding of all the dispute</li> </ul>	in the development of Church an dern philosophical trends, and indic Semester 1 Should be able to: atic knowledge of the history of the nding of the influence of socio-politie rrch; ge effectively, and present it in a su c; abstract problems in South African of church tradition and assess it critica a: Semester 1 on. ents should be able to: of the Reformation, particularly the of development of the church of the Reform should be able to: matic knowledge of the Reform es of the time with regard to Dogma	A church in South Africa, as well as cal developments in South Africa on uitable academic paper, all within an church history; ally in the light of the history of other NQF-level: 7  doctrines and church polity issues of eformation. NQF-level: 7  hation, and coherent and critical	

	ethically acceptable framework;			
<ul> <li>solve unfamiliar concrete and abstract problems in the history of the Reformation;</li> </ul>				
<ul> <li>understand and assess their own roots from the perspective of church history and against the background of the double present is the church of the Deformation</li> </ul>				
background of the developments in the church of the Reformation.				
Module code: KDGE611(8) Semester 1 NQF-level: 8				
Title: The Ecumenic and Reformed Confessions				
Module outcomes:	abould be able to:			
At the end of this module, students should be able to:				
<ul> <li>display extensive, systematic and profound knowledge of the history of the Reformation and the spreading of the Reformation during the sixteenth century;</li> </ul>				
<ul> <li>display coherent and critical understanding of the history of dogma and the origin of the ecumenic and</li> </ul>				
<ul> <li>display concrete and critical understanding of the history of dogma and the origin of the ecumenic and the Reformed confession;</li> </ul>				
	e this knowledge effectively and crit	tically, and present it in a suitable		
	ethically acceptable framework;			
	issues in the history of dogma.			
Module code KDGE672(16)	Year module	NQF-level		
Title: General Church and Dogma	History			
Module outcomes:				
After completion of this module, stu Section 1	udents should be able to:			
	ound knowledge of the history of the e	arly Christian church, especially the		
dogmatic issues of that time		early Christian church, especially the		
	, d profound knowledge of the developr	nent of the church, with special		
	ssionary work in the Middle Ages.	· · · · · · · · · · · · · · · · · · ·		
Section 2				
	ound knowledge of the history of the o			
	d profound knowledge of the influence	e of socio-political developments in		
South Africa on the mission				
<ul> <li>Identify and synthesise all this information from a Reformational and theological approach within the</li> </ul>				
history of each student's own church tradition.				
history of each student's ow	n church tradition.	5		
history of each student's ow Module code: KDGE821(8)	n church tradition. Semester 2	NQF-level: 9		
history of each student's ow Module code: KDGE821(8) Title: Modern Church and Dogma I	n church tradition. Semester 2	5		
history of each student's ow Module code: KDGE821(8) Title: Modern Church and Dogma I Module outcomes:	n church tradition. Semester 2 History	5		
history of each student's ow Module code: KDGE821(8) Title: Modern Church and Dogma I Module outcomes: At the end of this module, students	In church tradition. Semester 2 History should be able to:	NQF-level: 9		
history of each student's ow Module code: KDGE821(8) Title: Modern Church and Dogma I Module outcomes: At the end of this module, students • display extensive, systemati	n church tradition. Semester 2 History should be able to: c and specialised knowledge of Sout	NQF-level: 9		
history of each student's ow Module code: KDGE821(8) Title: Modern Church and Dogma I Module outcomes: At the end of this module, students • display extensive, systemati church and dogma history of	n church tradition. Semester 2 History should be able to: c and specialised knowledge of Sout	h African church history and of the		
history of each student's ow Module code: KDGE821(8) Title: Modern Church and Dogma I Module outcomes: At the end of this module, students • display extensive, systemati church and dogma history of	n church tradition. Semester 2 History s should be able to: c and specialised knowledge of Sout the modern era; understanding of the philosophical tre	h African church history and of the		
history of each student's ow Module code: KDGE821(8) Title: Modern Church and Dogma I Module outcomes: At the end of this module, students • display extensive, systematii church and dogma history of • display coherent and critical dogma history in the modern • select, analyse and evaluate	n church tradition. Semester 2 History s should be able to: c and specialised knowledge of Sout the modern era; understanding of the philosophical tre era; e this knowledge effectively and critic	NQF-level: 9 h African church history and of the ends as a background to church and cally, and present it orally and in a		
history of each student's ow Module code: KDGE821(8) Title: Modern Church and Dogma I Module outcomes: At the end of this module, students odisplay extensive, systematic church and dogma history of display coherent and critical dogma history in the modern select, analyse and evaluate suitable academic paper, all	n church tradition. Semester 2 History s should be able to: c and specialised knowledge of Sout the modern era; understanding of the philosophical tre era; e this knowledge effectively and critic within an ethically acceptable framework	NQF-level: 9 h African church history and of the ends as a background to church and cally, and present it orally and in a ork;		
history of each student's ow Module code: KDGE821(8) Title: Modern Church and Dogma I Module outcomes: At the end of this module, students • display extensive, systemati church and dogma history of • display coherent and critical dogma history in the modern • select, analyse and evaluate suitable academic paper, all • solve complex problems and	n church tradition. Semester 2 History a should be able to: c and specialised knowledge of Sout the modern era; understanding of the philosophical tre era; e this knowledge effectively and critic within an ethically acceptable frameww issues in the history of the modern ch	NQF-level: 9 h African church history and of the ends as a background to church and cally, and present it orally and in a ork; nurch, and understand the history of		
history of each student's ow Module code: KDGE821(8) Title: Modern Church and Dogma I Module outcomes: At the end of this module, students • display extensive, systemati church and dogma history of • display coherent and critical dogma history in the modern • select, analyse and evaluate suitable academic paper, all • solve complex problems and their own church tradition age	n church tradition. Semester 2 History a should be able to: c and specialised knowledge of Sout the modern era; understanding of the philosophical tre era; e this knowledge effectively and critic within an ethically acceptable framewo issues in the history of the modern ch ainst the background of general South	NQF-level: 9 h African church history and of the ends as a background to church and cally, and present it orally and in a ork; nurch, and understand the history of African church history.		
history of each student's ow Module code: KDGE821(8) Title: Modern Church and Dogma I Module outcomes: At the end of this module, students • display extensive, systemati church and dogma history of • display coherent and critical dogma history in the modern • select, analyse and evaluate suitable academic paper, all • solve complex problems and their own church tradition age Module code: KDGE872(96)	n church tradition. Semester 2 History a should be able to: c and specialised knowledge of Sout the modern era; understanding of the philosophical tre era; e this knowledge effectively and critic within an ethically acceptable framewa issues in the history of the modern ch ainst the background of general South Year module	NQF-level: 9 h African church history and of the ends as a background to church and cally, and present it orally and in a ork; nurch, and understand the history of		
history of each student's ow Module code: KDGE821(8) Title: Modern Church and Dogma I Module outcomes: At the end of this module, students • display extensive, systemati church and dogma history of • display coherent and critical dogma history in the modern • select, analyse and evaluate suitable academic paper, all • solve complex problems and their own church tradition age Module code: KDGE872(96) Title: Church and Dogma Histor	n church tradition. Semester 2 History a should be able to: c and specialised knowledge of Sout the modern era; understanding of the philosophical tre era; e this knowledge effectively and critic within an ethically acceptable framewa issues in the history of the modern ch ainst the background of general South Year module	NQF-level: 9 h African church history and of the ends as a background to church and cally, and present it orally and in a ork; nurch, and understand the history of African church history.		
history of each student's ow Module code: KDGE821(8) Title: Modern Church and Dogma I Module outcomes: At the end of this module, students • display extensive, systemati church and dogma history of • display coherent and critical dogma history in the modern • select, analyse and evaluate suitable academic paper, all • solve complex problems and their own church tradition age Module code: KDGE872(96) Title: Church and Dogma Histor Module outcomes:	n church tradition. Semester 2 History a should be able to: c and specialised knowledge of Sout the modern era; understanding of the philosophical tre era; e this knowledge effectively and critic within an ethically acceptable framewa issues in the history of the modern ch ainst the background of general South Year module	NQF-level: 9 h African church history and of the ends as a background to church and cally, and present it orally and in a ork; nurch, and understand the history of African church history.		
history of each student's ow Module code: KDGE821(8) Title: Modern Church and Dogma I Module outcomes: At the end of this module, students • display extensive, systemati church and dogma history of • display coherent and critical dogma history in the modern • select, analyse and evaluate suitable academic paper, all • solve complex problems and their own church tradition age Module code: KDGE872(96) Title: Church and Dogma Histor Module outcomes: Students should be able to:	n church tradition. Semester 2 History a should be able to: c and specialised knowledge of Sout the modern era; understanding of the philosophical tre era; e this knowledge effectively and critic within an ethically acceptable framewa issues in the history of the modern of ainst the background of general South Year module bry: Dissertation	NQF-level: 9 h African church history and of the ends as a background to church and cally, and present it orally and in a prk; nurch, and understand the history of African church history. NQF-level: 9		
history of each student's ow Module code: KDGE821(8) Title: Modern Church and Dogma I Module outcomes: At the end of this module, students • display extensive, systemati church and dogma history of • display coherent and critical dogma history in the modern • select, analyse and evaluat suitable academic paper, all • solve complex problems and their own church tradition ag Module code: KDGE872(96) Title: Church and Dogma Histor Module outcomes: Students should be able to: • display extensive, system	n church tradition. Semester 2 History s should be able to: c and specialised knowledge of Sout the modern era; understanding of the philosophical tre era; e this knowledge effectively and critic within an ethically acceptable framewor issues in the history of the modern cl ainst the background of general South Year module ory: Dissertation natic and specialised knowledge	NQF-level: 9 h African church history and of the ends as a background to church and cally, and present it orally and in a ork; nurch, and understand the history of African church history. NQF-level: 9 of a specifically selected topic		
history of each student's ow Module code: KDGE821(8) Title: Modern Church and Dogma I Module outcomes: At the end of this module, students • display extensive, systemati church and dogma history of • display coherent and critical dogma history in the modern • select, analyse and evaluatt suitable academic paper, all • solve complex problems and their own church tradition ag: Module code: KDGE872(96) Title: Church and Dogma Histor Module outcomes: Students should be able to: • display extensive, system which has a prominent pl	n church tradition. Semester 2 History s should be able to: c and specialised knowledge of Sout the modern era; understanding of the philosophical tre era; e this knowledge effectively and critic within an ethically acceptable framewor issues in the history of the modern cl ainst the background of general South Year module ory: Dissertation natic and specialised knowledge ace in the discipline of Church an	NQF-level: 9 h African church history and of the ands as a background to church and cally, and present it orally and in a brk; nurch, and understand the history of African church history. NQF-level: 9 of a specifically selected topic of Dogma History;		
history of each student's ow Module code: KDGE821(8) Title: Modern Church and Dogma I Module outcomes: At the end of this module, students • display extensive, systemati church and dogma history of • display coherent and critical dogma history in the modern • select, analyse and evaluat suitable academic paper, all • solve complex problems and their own church tradition ag Module code: KDGE872(96) Title: Church and Dogma Histor Module outcomes: Students should be able to: • display extensive, system which has a prominent pl • display coherent and criti	n church tradition. Semester 2 History s should be able to: c and specialised knowledge of Sout the modern era; understanding of the philosophical tre era; e this knowledge effectively and critic within an ethically acceptable framewo issues in the history of the modern cl ainst the background of general South Year module ory: Dissertation natic and specialised knowledge ace in the discipline of Church an cal understanding of the topic and	NQF-level: 9         h African church history and of the ends as a background to church and cally, and present it orally and in a ork;         nurch, and understand the history of African church history.         NQF-level: 9         of a specifically selected topic of Dogma History;         d its philosophical background;		
history of each student's ow Module code: KDGE821(8) Title: Modern Church and Dogma I Module outcomes: At the end of this module, students • display extensive, systemati church and dogma history of • display coherent and critical dogma history in the modern • select, analyse and evaluat suitable academic paper, all • solve complex problems and their own church tradition ag Module code: KDGE872(96) Title: Church and Dogma Histor Module outcomes: Students should be able to: • display extensive, system which has a prominent pl • display coherent and criti • analyse, synthesise and	n church tradition. Semester 2 History s should be able to: c and specialised knowledge of Sout the modern era; understanding of the philosophical tre era; a this knowledge effectively and critic within an ethically acceptable framewo issues in the history of the modern cl ainst the background of general South Year module Dry: Dissertation natic and specialised knowledge ace in the discipline of Church an cal understanding of the knowledge criti d evaluate this knowledge criti	NQF-level: 9  h African church history and of the ands as a background to church and cally, and present it orally and in a ork; hurch, and understand the history of African church history. NQF-level: 9  of a specifically selected topic ad Dogma History; d its philosophical background; ically and independently, and		
history of each student's ow Module code: KDGE821(8) Title: Modern Church and Dogma I Module outcomes: At the end of this module, students • display extensive, systemati church and dogma history of • display coherent and critical dogma history in the modern • select, analyse and evaluat suitable academic paper, all • solve complex problems and their own church tradition ag Module code: KDGE872(96) Title: Church and Dogma Histor Module outcomes: Students should be able to: • display extensive, system which has a prominent pl • display coherent and criti • analyse, synthesise and	n church tradition. Semester 2 History s should be able to: c and specialised knowledge of Sout the modern era; understanding of the philosophical tre era; e this knowledge effectively and critic within an ethically acceptable framewo issues in the history of the modern cl ainst the background of general South Year module ory: Dissertation natic and specialised knowledge ace in the discipline of Church an cal understanding of the topic and	NQF-level: 9  h African church history and of the ands as a background to church and cally, and present it orally and in a ork; hurch, and understand the history of African church history. NQF-level: 9  of a specifically selected topic ad Dogma History; d its philosophical background; ically and independently, and		
history of each student's ow Module code: KDGE821(8) Title: Modern Church and Dogma I Module outcomes: At the end of this module, students • display extensive, systemati church and dogma history of • display coherent and critical dogma history in the modern • select, analyse and evaluat suitable academic paper, all • solve complex problems and their own church tradition ag Module code: KDGE872(96) Title: Church and Dogma Histor Module outcomes: Students should be able to: • display extensive, system which has a prominent pl • display coherent and critit • analyse, synthesise and present it as a dissertatio	n church tradition. Semester 2 History s should be able to: c and specialised knowledge of Sout the modern era; understanding of the philosophical tre era; a this knowledge effectively and critic within an ethically acceptable framewo issues in the history of the modern cl ainst the background of general South Year module Dry: Dissertation natic and specialised knowledge ace in the discipline of Church an cal understanding of the knowledge criti d evaluate this knowledge criti	NQF-level: 9         h African church history and of the ends as a background to church and cally, and present it orally and in a ork;         nurch, and understand the history of African church history.         NQF-level: 9         of a specifically selected topic ad Dogma History;         d its philosophical background;         ically and independently, and le framework;		
history of each student's ow Module code: KDGE821(8) Title: Modern Church and Dogma I Module outcomes: At the end of this module, students • display extensive, systemati church and dogma history of • display coherent and critical dogma history in the modern • select, analyse and evaluate suitable academic paper, all • solve complex problems and their own church tradition ag; Module code: KDGE872(96) Title: Church and Dogma Histor Module outcomes: Students should be able to: • display extensive, system which has a prominent pl • display coherent and criti • analyse, synthesise and present it as a dissertatio • solve complex problems	n church tradition. Semester 2 History s should be able to: c and specialised knowledge of Sout the modern era; understanding of the philosophical tre era; e this knowledge effectively and critic within an ethically acceptable framewo issues in the history of the modern cl ainst the background of general South Year module Dry: Dissertation natic and specialised knowledge ace in the discipline of Church an cal understanding of the topic and d evaluate this knowledge criti n, all within an ethically acceptab	NQF-level: 9         h African church history and of the ends as a background to church and cally, and present it orally and in a ork;         nurch, and understand the history of African church history.         NQF-level: 9         of a specifically selected topic id Dogma History;         d its philosophical background;         ically and independently, and le framework;         nurch and dogma history;		

Module code: KDGE873(48)	Year module	NQF-level: 9	
Title: Church and Dogma History:	Mini Dissertation		
Module outcomes:			
Students should be able to:			
• display extensive, systematic and specialised knowledge of a specifically selected topic			
which has a prominent place in the discipline of Church and Dogma History;			
<ul> <li>display coherent and critical understanding of the topic and its philosophical background;</li> </ul>			
• analyse, synthesise and evaluate this knowledge critically and independently, and			
	on, all within an ethically acc		
	issues in a specific area of c		
		identification, critical analysis,	
synthesis and independent e	valuation and literature study		
Module code: KDGE874(16)	Year module	NQF-level: 9	
Title: Perspectives on Church and	I Dogma History		
Module outcomes:			
At the end of this module, student	s should be able to:		
<ul> <li>display extensive, systemati</li> </ul>	c and specialised knowledge	e of a selection of topics which	
	e discipline of Church and Do	s ,	
		d its philosophical background;	
<ul> <li>analyse, synthesise and e</li> </ul>	valuate this knowledge crit	ically and independently, and	
	al and/or written format, all	within an ethically acceptable	
framework;			
	issues in selected areas of c		
		identification, critical analysis,	
· · ·	valuation of data and literatu	· · ·	
Module code: KDGE876(32)	Year module	NQF-level: 9	
Title: Perspectives on Church and	l Dogma History		
Module outcomes:			
At the end of this module, student			
		e of a selection of topics which	
	e discipline of Church and Do	s ,	
		d its philosophical background;	
		ically and independently, and	
	ral and written format, all	within an ethically acceptable	
framework;			
	issues in selected areas of c		
• provide evidence of well-developed collection skills, identification, critical analysis,			
synthesis and independent evaluation of data and literature study under supervision.			
	Year module	NQF-level: 10	
Title: Church and Dogma History: Thes Module outcomes:	SIS		
Students should be able to:			
	<ul> <li>display extensive, systematic and specialised knowledge of a prominent area in the discipline of</li> </ul>		
Church and Dogma History;			
<ul> <li>display coherent and critical understanding of the topic and its philosophical background;</li> </ul>			
		independently, and present it as a	
<ul> <li>thesis, all within an ethically acce</li> <li>solve complex problems and issues</li> </ul>	eptable framework;	od dogma history:	
		endent execution of the study and	
evaluation of literature and existin			
Module code: KDGE994(32)	Year module	NQF-level: 10	
Title: Perspectives on Church and Dog	ma History		
Module outcomes:			
At the end of this module, students sho			
<ul> <li>display extensive systematic an</li> </ul>		vant literature issues methods and	

• display extensive, systematic and specialised knowledge of relevant literature, issues, methods and

research which have a prominent place in the discipline of Church and Desma History			
research which have a prominent place in the discipline of Church and Dogma History;			
<ul> <li>display coherent and critical understanding of the above-mentioned factors;</li> </ul>			
<ul> <li>analyse, synthesise and evaluate this knowledge critically and independently, and present it in a suitable and format all within an othically accortable framework;</li> </ul>			
suitable oral format, all within an ethically acceptable framework;			
<ul> <li>solve complex problems and issues in selected areas of church and dogma history;</li> </ul>			
<ul> <li>provide evidence of well-developed collection skills and independent execution of the study and evolution of literature and evicting research</li> </ul>			
evaluation of literature and existing research.			
Module code: KERG611(8)	Semester 1	NQF-level: 8	
Title: Introduction to Reformed Chu	rch Polity		
Module outcomes:			
At the end of this module, students		the fundamentals of the subject	
<ul> <li>display extensive and system Church Polity;</li> </ul>	nalic knowledge of and insight into	o the fundamentals of the subject,	
	of the significance and echoronee a	f the vocabulary and terminology of	
Church Polity;	or the significance and conerence of	in the vocabulary and terminology of	
	tae and insight effectively, and prese	ent it within an ethical framework in a	
suitable academic manner.	age and insight enectively, and prese		
Module code: KERG672(16)	Year module	NQF-level: 8	
Title: Introduction to Reformed Chur			
Module outcomes:			
After completion of this module, stu	dents should be able to:		
, , , , , , , , , , , , , , , , , , , ,		phical fundamentals of the subject	
,Church;		prilical fundamentals of the subject	
	d select relevant information effective	•	
	he relevant knowledge and information		
Module code: KERG811(8)	Semester 1	NQF-level: 9	
Title: Reformed Church Polity: Hist	orical Overview		
Module outcomes:			
At the end of the module, students	should be able to:		
<ul> <li>display extensive and system</li> </ul>	natic knowledge of and insight into	the historical development of the	
subject;			
		arious church government systems,	
with the focus on the Presbyte			
<ul> <li>use and evaluate this knowled</li> </ul>	dge and insight effectively, and prese		
Module code: KERG872(96)	Year module	NQF-level: 9	
Title: Church Polity: Dissertation			
Module outcomes:			
Students should be able to:			
	hich demonstrates coherent and criti the discipline of church Polity;	cal insight into a clearly defined and	
provide evidence of specialise	ed skill in the research methods and t	echniques of the discipline;	
<ul> <li>document the statement of t</li> </ul>	he problem, aim, field, method, res	ults and conclusions in a scientific	
manner;	. ,		
write a scientific dissertation	which demonstrates analytical ability	v, critical approach and independent	
insight.			
Module code: KERG873(48)	Year module	NQF-level: 9	
Title: Church Polity: Mini Dissertation	n		
Module outcomes:			
Students should be able to:			
		cal insight into a clearly defined and	
	the discipline of church Polity;		
	ed skill in the research methods and t		
	he problem, aim, field, method, res	ults and conclusions in a scientific	
manner;			
<ul> <li>write a scientific mini disse independent insight.</li> </ul>	ertation which demonstrates analy	tical ability, critical approach and	

Module code: KERG874(16)	Year module	NQF-level: 9	
Title: Perspectives on Church Polity			
Module outcomes:			
After completion of the module, students should be able to:			
<ul> <li>identify theories and tradition</li> </ul>			
discipline;			
<ul> <li>demonstrate extensive and sy</li> </ul>	demonstrate extensive and systematic knowledge in the solution of issues which have been identified		
in church polity;			
• write submissions which will contribute to the education of communities which have a direct interest in			
the matter.			
Module code: KERG875(8)	Semester 1	NQF-level: 9	
Title: Orientation to the Church Orde	er of the RCSA		
Module outcomes:	haved ha able to:		
At the end of the module, students s • display knowledge of and insi		SA with regard to its historical and	
<ul> <li>display knowledge of and insi fundamental background;</li> </ul>	ght into the church order of the RC	SA with regard to its historical and	
	rmeneutics of the provisions in the	church order through coherent and	
critical insight;		endren erder andugit eeneren and	
	d possible solutions to problems the	at emerge, and present their advice	
and insights in an effective and	d scientific manner.		
Module code: KERG876(32)	Year module	NQF-level: 9	
Title: Perspectives on Church Polity			
Module outcomes:			
After completion of the module, stud	ents should be able to:		
	s in church polity, and use them	effectively in selected areas of the	
discipline;			
	stematic knowledge in the solution of	of issues which have been identified	
in church polity;			
	ontribute to the education of commu	inities which have a direct interest in	
	the matter.		
		NOE lovel: 10	
Module code: KERG991(224)	Year module	NQF-level: 10	
Title: Church Polity: Thesis	Year module	NQF-level: 10	
Title: Church Polity: Thesis Module outcomes:	Year module	NQF-level: 10	
Title: Church Polity: Thesis Module outcomes: Students should be able to:		•	
Title: Church Polity: Thesis         Module outcomes:         Students should be able to:         • identify an unexploited area in	the discipline through a comparat	ive literature study of contemporary	
Title: Church Polity: Thesis         Module outcomes:         Students should be able to:         • identify an unexploited area ir sources, and indicate the meri	n the discipline through a comparat t and actuality of research in this are	ive literature study of contemporary	
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Title: Church Polity: Thesis         Module outcomes:         Students should be able to:         • identify an unexploited area in sources, and indicate the meri         • prepare a research proposal identified research topic;         • write a thesis in which the stat documented in a scientific in knowledge;         • clearly indicate the significance of people within the framework         Module code: KERG994(32)         Title: Perspectives on Church Polity         Module outcomes:         After completion of this module stud         • demonstrate specialised know of Church Polity;         • form an independent opinion cup yusify and present their own evaluative eye.         Module code: LATN112(12)         Title: Latin for Everyone	h the discipline through a comparat t and actuality of research in this are which demonstrates critical unders itement of the problem, aim, field, r manner, and which displays exte e of the research for community dev t of the research topic. Year module ents should be able to: ledge of the philosophical and theol of one or more selected paradigms; insight while looking at other theori	ive literature study of contemporary ea; standing and a clear outline of the nethod, results and conclusions are insive, systematic and specialised velopment and the ethical education <b>NQF-level: 10</b> logical fundamentals and paradigms es and traditions with a critical and	
Title: Church Polity: Thesis         Module outcomes:         Students should be able to:         • identify an unexploited area in sources, and indicate the meri         • prepare a research proposal identified research topic;         • write a thesis in which the state documented in a scientific throwledge;         • clearly indicate the significance of people within the framework         Module code: KERG994(32)         Title: Perspectives on Church Polity         Module outcomes:         After completion of this module stud         • demonstrate specialised know of Church Polity;         • form an independent opinion consultative eye.         Module code: LATN112(12)         Title: Latin for Everyone         Module outcomes:	n the discipline through a comparat t and actuality of research in this are which demonstrates critical unders itement of the problem, aim, field, r manner, and which displays exte e of the research for community dev c of the research topic. Year module ents should be able to: ledge of the philosophical and theol of one or more selected paradigms; insight while looking at other theori Semester 1	ive literature study of contemporary ea; standing and a clear outline of the nethod, results and conclusions are insive, systematic and specialised velopment and the ethical education <b>NQF-level: 10</b> logical fundamentals and paradigms es and traditions with a critical and	
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<ul> <li>Title: Church Polity: Thesis</li> <li>Module outcomes:</li> <li>Students should be able to: <ul> <li>identify an unexploited area ir sources, and indicate the meri</li> <li>prepare a research proposal identified research topic;</li> <li>write a thesis in which the stat documented in a scientific knowledge;</li> <li>clearly indicate the significanc of people within the framework</li> </ul> </li> <li>Module code: KERG994(32)</li> <li>Title: Perspectives on Church Polity</li> <li>Module outcomes:</li> <li>After completion of this module stud</li> <li>demonstrate specialised know of Church Polity;</li> <li>form an independent opinion constrainty and present their own evaluative eye.</li> <li>Module code: LATN112(12)</li> <li>Title: Latin for Everyone</li> <li>Module outcomes:</li> <li>After completion of this module stud</li> <li>translate simple Latin passag</li> </ul>	h the discipline through a comparat t and actuality of research in this are which demonstrates critical unders itement of the problem, aim, field, r manner, and which displays exte e of the research for community dev c of the research topic. Year module ents should be able to: ledge of the philosophical and theol of one or more selected paradigms; insight while looking at other theori Semester 1 ents should be able to: es;	ive literature study of contemporary ea; standing and a clear outline of the nethod, results and conclusions are insive, systematic and specialised velopment and the ethical education <b>NQF-level: 10</b> logical fundamentals and paradigms es and traditions with a critical and	
<ul> <li>Title: Church Polity: Thesis</li> <li>Module outcomes:</li> <li>Students should be able to:</li> <li>identify an unexploited area ir sources, and indicate the meri</li> <li>prepare a research proposal identified research topic;</li> <li>write a thesis in which the stat documented in a scientific translate specialised (area of people within the framework module code: KERG994(32)</li> <li>Title: Perspectives on Church Polity</li> <li>Module outcomes:</li> <li>After completion of this module stud</li> <li>demonstrate specialised know of Church Polity;</li> <li>form an independent opinion complexity and present their own evaluative eye.</li> <li>Module code: LATN112(12)</li> <li>Title: Latin for Everyone</li> <li>Module outcomes:</li> <li>After completion of this module stud</li> <li>translate simple Latin passag</li> <li>demonstrate a proficient voca</li> </ul>	h the discipline through a comparat t and actuality of research in this are which demonstrates critical unders itement of the problem, aim, field, r manner, and which displays exte e of the research for community dev c of the research topic. Year module ents should be able to: ledge of the philosophical and theol of one or more selected paradigms; insight while looking at other theori Semester 1 ents should be able to: es;	ive literature study of contemporary ea; standing and a clear outline of the nethod, results and conclusions are insive, systematic and specialised velopment and the ethical education <b>NQF-level: 10</b> logical fundamentals and paradigms es and traditions with a critical and <b>NQF-level: 5</b>	

recognise the Latin origin of English and Afrikaans works;			
discuss historical and ancient themes from the late republic era			
Module code: LATN122(12)	Semester 2	NQF-level: 5	
Title: Judicial and Church Latin			
Module outcomes:	dents should be able to:		
After completion of this module students should be able to: • translate relevant Latin texts			
<ul> <li>translate relevant Latin texts</li> <li>recognise further Latin grammatical inflections and constructions</li> </ul>			
demonstrate a proficient vocabulary			
	judicial and church terminology in Lat	tin	
	nt themes from the late republican per		
Module code: LATN211(16)	Semester 1	NQF-level: 6	
Title: Latin Authors and Roman His	tory I		
Module outcomes:			
At the end of this module students			
	d intelligent understanding of Latin vo		
	in which the Christian authors lived a		
	alyse texts from the Vulgate and Christ el within an ethically acceptable frame		
	nation from various sources on sele		
	illustrates the life world of the Ch		
	pers of a group, and present it in a s		
fellow students, all within an e	ethically acceptable framework.		
Module code: LATN221(24)	Semester 2	NQF-level: 6	
Title: Latin Authors and Roman His	tory II		
Module outcomes:			
At the end of this module students			
	telligent understanding of Latin voca		
	d cultural context in which selecte erial era (silver and gold), their genre		
	and selected related historical and a		
and early imperial era;			
	e analysis and translation of texts by	authors from the early imperial era,	
	tual and other related commentary, in		
	within an ethically acceptable framewo		
Module code: LATN311(24)	Semester 1	NQF-level: 7	
Title: Latin Authors and Roman His	tory III		
d) Module outcomes:			
e) At the end of this module stu			
	<ul> <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</li> </ul>		
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;			
•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;			
	mation from various sources on sel		
	illustrates life in the imperial era and		
all within an ethically accept	n in a suitable IT format and present	it to an audience of fellow students,	
Module code: LATN321(32)	Semester 2	NQF-level: 7	
Title: Latin Authors and Roman His		NGT-level. /	
f) Module outcomes:			
g) At the end of this module, stu	udents should be able to:		
	telligent understanding of Latin voca	abulary, grammatical concepts and	
	cultural context in which selected L		
genres and style, current au	uthoritative commentaries on the wor		
ancient themes from the late			
apply such knowledge by	the analysis and translation of te	exts by selected authors, provide	
levels with the literature a	d other related commentary, interpret and life world of the 21st century,	all within an ethically acceptable	

Module code: LATN671(24)         Year module         NQF-level: 8           Title: Translation and Theory of translation of Latin Texts         Module outcomes:           Module outcomes:         After completion of this module, students should be able to:           •         demonstrate the ability to translate Latin texts from different genres;           •         identify typical vocabulary, grammatical constructions, contextual references, and the reference framework of each author;           •         demonstrate a significant knowledge of the prevailing translation theory.           Module code: LATN672(24)         Year module           NQF-level: 8         Title: Christian prose and Poetry in Latin Texts           Module outcomes:         After completion of this module, students should be able to:           •         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;
Module outcomes:         After completion of this module, students should be able to:         •       demonstrate the ability to translate Latin texts from different genres;         •       identify typical vocabulary, grammatical constructions, contextual references, and the reference framework of each author;         •       demonstrate a significant knowledge of the prevailing translation theory.         Module code: LATN672(24)       Year module         NQF-level: 8         Title: Christian prose and Poetry in Latin Texts         Module outcomes:         After completion of this module, students should be able to:         •       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;
After completion of this module, students should be able to:         •       demonstrate the ability to translate Latin texts from different genres;         •       identify typical vocabulary, grammatical constructions, contextual references, and the reference framework of each author;         •       demonstrate a significant knowledge of the prevailing translation theory.         Module code: LATN672(24)       Year module         NQF-level: 8         Title: Christian prose and Poetry in Latin Texts         Module outcomes:         After completion of this module, students should be able to:         •       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;
demonstrate the ability to translate Latin texts from different genres;     identify typical vocabulary, grammatical constructions, contextual references, and the reference framework of each author;     demonstrate a significant knowledge of the prevailing translation theory.     Module code: LATN672(24) Year module NQF-level: 8     Title: Christian prose and Poetry in Latin Texts     Module outcomes:     After completion of this module, students should be able to:     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;
identify typical vocabulary, grammatical constructions, contextual references, and the reference framework of each author;     demonstrate a significant knowledge of the prevailing translation theory.     Module code: LATN672(24) Year module NQF-level: 8     Title: Christian prose and Poetry in Latin Texts     Module outcomes:     After completion of this module, students should be able to:     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;
framework of each author; demonstrate a significant knowledge of the prevailing translation theory. Module code: LATN672(24) Year module NQF-level: 8 Title: Christian prose and Poetry in Latin Texts Module outcomes: After completion of this module, students should be able to: 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;
demonstrate a significant knowledge of the prevailing translation theory.     Module code: LATN672(24) Year module NQF-level: 8     Title: Christian prose and Poetry in Latin Texts     Module outcomes:     After completion of this module, students should be able to:     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;
Module code: LATN672(24)         Year module         NQF-level: 8           Title: Christian prose and Poetry in Latin Texts         Module outcomes:           Module outcomes:         After completion of this module, students should be able to:           •         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;
Title: Christian prose and Poetry in Latin Texts         Module outcomes:         After completion of this module, students should be able to:         • 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;
<ul> <li>Module outcomes:</li> <li>After completion of this module, students should be able to:</li> <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> <li>After completion of this module, students should be able to:</li> <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>
literary and historical context in which the texts were produced;
<ul> <li>identify the typical vocabulary and stylistic features of Latin Christian prose and poetry;</li> </ul>
explain contextual references in Christian prose and poetry;
<ul> <li>demonstrate acquired skills applied to the translation of Christian prose and poet;</li> </ul>
demonstrate significant knowledge of prevailing translation theory;
analyse grammatical constructions from the selected texts form Latin Christian prose and poetry;
<ul> <li>formulate independent opinions regarding the nature and the value of Latin Christian prose and</li> </ul>
<ul> <li>poetry;</li> <li>critically evaluate opinions and theories about the Latin Christian prose and poetry in the secondary</li> </ul>
sources.
Module code: LATN673(24) Year module NQF-level: 8
Title: Roman Historiography and Biography
Module outcomes:
After completion of this module, students should be able to:
<ul> <li>display significant knowledge about the life and literary productions as well as the social-political,</li> </ul>
literary and historical context in which the texts were produced;
<ul> <li>identify the typical vocabulary and stylistic features of the Roman historians and biographers;</li> </ul>
explain contextual references in Roman historiography and biography;
<ul> <li>demonstrate acquired skills applied to the translation of Roman historical prose and biography;</li> </ul>
<ul> <li>demonstrate significant knowledge of prevailing translation theory;</li> </ul>
<ul> <li>analyse grammatical constructions from the selected texts form Roman historiography and</li> </ul>
biography;
<ul> <li>formulate independent opinions regarding the nature and the value of Roman historiography and biography;</li> </ul>
<ul> <li>critically evaluate opinions and theories about Roman historiography and biography from secondary</li> </ul>
Sources.
Module code: LATN674(24) Year module NQF-level: 8
Title: Roman didactical Prose, Rhetoric and Letters
Module outcomes:
After completion of this module, students should be able to:
<ul> <li>display significant knowledge about the life and literary productions as well as the social-political,</li> </ul>
literary and historical context in which the texts were produced;
<ul> <li>identify the typical vocabulary and stylistic features of Roman didactic prose, rhetoric and</li> </ul>
epistolography;
<ul> <li>explain contextual references in Roman didactic prose, rhetoric and epistolography;</li> <li>demonstrate apprised skills applied to the translation of Demon didactic prose, thetarical process and</li> </ul>
<ul> <li>demonstrate acquired skills applied to the translation of Roman didactic prose, rhetorical prose and letters;</li> </ul>
<ul> <li>demonstrate a significant knowledge of the prevailing translation theory;</li> </ul>
<ul> <li>analyse grammatical constructions from the selected texts form Roman didactic prose, rhetoric and</li> </ul>
etters:
<ul> <li>formulate independent opinions regarding the nature and the value of Roman didactic prose, rhetoric</li> </ul>
and letters;
critically evaluate opinions and theories about Roman didactic prose, rhetoric and epistolography.

Module code: LATN675(24)	Year module	NQF-level: 8	
Title: Roman Epos, Lyric, Elegy and	l Epigram		
Module outcomes:			
After completion of this module, students should be able to:			
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;			
	y and stylistic features of Roman epic		
• analyse grammatical constructions from the selected texts form Roman epic, lyric, elegy en epigram;			
<ul> <li>demonstrate acquired skills</li> </ul>	demonstrate acquired skills applied to the translation of Roman epic, lyric, elegy en epigram;		
<ul> <li>demonstrate significant know</li> </ul>	vledge of prevailing translation theory	,	
<ul> <li>formulate independent opini</li> </ul>	ons regarding the nature and the va	alue of Roman epic, lyric, elegy en	
epigram;			
<ul> <li>critically evaluate opinions a</li> </ul>	nd theories about Roman epic, lyric, e	elegy en epigram.	
Module code: LATN676(24)	Year module	NQF-level: 8	
Title: Roman Satire, Drama and Co	medy		
Module outcomes:			
After completion of this module, stu	dents should be able to:		
<ul> <li>display significant knowledge</li> </ul>	e about the life and literary product	ions as well as the social-political,	
literary and historical contex	t in which the texts were produced;		
<ul> <li>identify the typical vocabula</li> </ul>	ry and stylistic features of Roman sat	ire, drama en comedy;	
	s in of Roman satire, drama and com		
	applied to the translation of Roman sa		
	vledge of prevailing translation theory		
	uctions from the selected texts form F		
	ions regarding the nature and the v	value of Roman satire, drama and	
comedy;			
<ul> <li>critically evaluate opinions a</li> </ul>	nd theories about Roman satire, dran	na and comedy.	
Module code: LATN677(24)	Year module	NQF-level: 8	
Title: Judicial Latin			
Module outcomes:			
After completion of this module, stu-			
	e about the life and literary production		
	t in which the texts of Justinian, Gaius	s, Voet, Ulpian, Papian or any other	
legal authors of the learners			
	nena in the selected relevant Latin tex		
	ictions from the selected Latin legal te		
	ons regarding the nature and the valu	e of Latin legal texts;	
critically evaluate opinions and theories about Latin legal texts.			
Module code: LATN871(128)	Year module	NQF-level: 9	
Title: Latin: Dissertation			
Module outcomes:			
<ul> <li>Students should be able to:</li> <li>critically analyse and synthesise extensive, systematic and specialised knowledge and coherent</li> </ul>			
objective understanding of Latin as a discipline, evaluate it under supervision by means of well-			
	udy and evaluation of literature and		
result in the form of a researc	udy and evaluation of literature and n report (dissertation);	existing research, and present the	
<ul> <li>result in the form of a research</li> <li>solve complex and real-life pr</li> </ul>	udy and evaluation of literature and n report (dissertation); oblems within Latin as a discipline th	existing research, and present the	
<ul> <li>result in the form of a research</li> <li>solve complex and real-life provide the solution own ethical frameworks, with</li> </ul>	udy and evaluation of literature and n report (dissertation); oblems within Latin as a discipline th due reference to other frameworks.	existing research, and present the rough the critical evaluation of their	
<ul> <li>result in the form of a researcl</li> <li>solve complex and real-life pr own ethical frameworks, with</li> <li>Module code: LATN971(256)</li> </ul>	udy and evaluation of literature and n report (dissertation); oblems within Latin as a discipline th	existing research, and present the	
<ul> <li>result in the form of a research</li> <li>solve complex and real-life proven ethical frameworks, with</li> <li>Module code: LATN971(256)</li> <li>Title: Latin: Thesis</li> </ul>	udy and evaluation of literature and n report (dissertation); oblems within Latin as a discipline th due reference to other frameworks.	existing research, and present the rough the critical evaluation of their	
result in the form of a research solve complex and real-life pr own ethical frameworks, with Module code: LATN971(256) Title: Latin: Thesis Module outcomes:	udy and evaluation of literature and n report (dissertation); oblems within Latin as a discipline th due reference to other frameworks.	existing research, and present the rough the critical evaluation of their	
result in the form of a research solve complex and real-life pr own ethical frameworks, with <b>Module code: LATN971(256)</b> Title: Latin: Thesis Module outcomes: Students should be able to:	udy and evaluation of literature and n report (dissertation); oblems within Latin as a discipline th due reference to other frameworks. Year module	existing research, and present the rough the critical evaluation of their NQF-level: 10	
result in the form of a research solve complex and real-life pr own ethical frameworks, with <b>Module code: LATN971(256)</b> Title: Latin: Thesis Module outcomes: Students should be able to: • critically analyse and synthe	udy and evaluation of literature and n report (dissertation); oblems within Latin as a discipline th due reference to other frameworks. Year module	existing research, and present the rough the critical evaluation of their NQF-level: 10 ecialised knowledge and coherent	
result in the form of a research solve complex and real-life pr own ethical frameworks, with Module code: LATN971(256) Title: Latin: Thesis Module outcomes: Students should be able to: critically analyse and synthe objective understanding of La	udy and evaluation of literature and n report (dissertation); oblems within Latin as a discipline th due reference to other frameworks. Year module sise extensive, systematic and spe- tin as a discipline, evaluate it indeper	existing research, and present the rough the critical evaluation of their NQF-level: 10 ecialised knowledge and coherent idently by means of well-developed	
result in the form of a research solve complex and real-life pr own ethical frameworks, with Module code: LATN971(256) Title: Latin: Thesis Module outcomes: Students should be able to: critically analyse and synthe objective understanding of La collection skills, independent	udy and evaluation of literature and n report (dissertation); oblems within Latin as a discipline th due reference to other frameworks. Year module	existing research, and present the rough the critical evaluation of their NQF-level: 10 ecialised knowledge and coherent idently by means of well-developed	
result in the form of a researcd solve complex and real-life pr own ethical frameworks, with Module code: LATN971(256) Title: Latin: Thesis Module outcomes: Students should be able to: critically analyse and synthe objective understanding of La collection skills, independent result in the form of a thesis;	udy and evaluation of literature and n report (dissertation); oblems within Latin as a discipline th due reference to other frameworks. Year module sise extensive, systematic and spe- tin as a discipline, evaluate it indeper	existing research, and present the rough the critical evaluation of their <b>NQF-level: 10</b> ecialised knowledge and coherent idently by means of well-developed existing research, and present the	

Module code: LING211 (16)	Semester 1	NQF-level: 6
Title: Linguistic methods in the stud	y of Ancient Texts	
Module outcomes:		
After completion of this module students should:		
• have precise knowledge and understanding of various linguistic methodologies in the study of		
Ancient Texts;		
		uistics and the critical understanding
	ogies as a model for application to Ar	
		n effectively to address fundamental
problems in the translation of		
Module code: LITK221(16)	Semester 2	NQF-level: 6
Title: Elements of Liturgics		
Module outcomes:		
At the end of this module, students		
	e knowledge of the various elements	
		lopment of the liturgy, analyse and in a suitable format, all within an
ethically acceptable framewor		in a suitable ionnat, all within an
		fined problems in their own spiritual
lives.	into of the indigy by means of wen de	
Module code: LITK611(8)	Semester 1	NQF-level: 8
Title: Liturgical Practice		
Module outcomes:		
At the end of this module, students	should be able to:	
	and in-depth knowledge of the hist	ory of the liturgy (especially during
	ntieth centuries), and evaluate curre	
<ul> <li>implement their own critical</li> </ul>	ethical framework, with considera	ation of other frameworks, for the
		symbols and rituals in the liturgy and
		nents for singing in the church, and
analyse the different types of		
		is, synthesis and evaluation of the
	the liturgy in their daily lives (in the liture)	
<ul> <li>display effective collection s evaluation of the litural of the</li> </ul>	kills in the identification, childal ar	nalysis, synthesis and independent nd demonstrate how they should be
employed in practice;		id demonstrate now they should be
	nderstanding of the liturgy of marriag	e and funeral services.
Module code: LITK671(16)	Year module	NQF-level: 8
Title: Liturgical Practice		
Module outcomes:		
At the end of this module students s	should be able to:	
	and in-depth knowledge of the hist	ory of the liturgy (especially during
	ntieth centuries), and evaluate curre	
• implement their own critical	ethical framework, with considera	ation of other frameworks, for the
		symbols and rituals in the liturgy and
		nents for singing in the church, and
analyse the different types of		
	ugh critical and independent analys	
	the liturgy in their daily lives (in the l	
<ul> <li>display effective collection s</li> <li>avaluation of the liturgy of the</li> </ul>	kills in the identification, critical ar	nalysis, synthesis and independent nd demonstrate how they should be
employed in practice;	e sacraments, communicate them at	iu demonstrate now they should be
<ul> <li>display coherent and critical understanding of the liturgy of marriage and funeral services.</li> </ul>		
Module code: LITK811(8)		NQF-level: 9
Title: The Liturgy of Public Worship		1141 10VCI. 3
Module outcomes:		
At the end of this module, students	should be able to:	
	and specialised knowledge of the pre	emises of Reformed lituray namely.
	pirit, and order in the assembly	sinces of reformed intryy, numery.
	encounter, and the types of encounter	ers during the assembly
<ul> <li>unity and freedom in t</li> </ul>		<u> </u>
the presence of God in		

<ul> <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 Reconciliation, the Service of the Word, and the Service of Response;</li> <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> <li>Module code: LITK872(96) Year module NQF-level: 9</li> </ul>				
	Year module	NQF-level: 9		
	Title: Liturgics: Dissertation			
Module outcomes: In the writing of the dissertation, stu	idents should be able to:			
<ul> <li>In the writing of the dissertation, students should be able to:</li> <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 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>				
Module code: LITK873(48)	Year module	NQF-level: 9		
Title: Liturgics: Mini Dissertation				
<ul> <li>Module outcomes:</li> <li>In the writing of the mini dissertation, students should be able to:</li> <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</li> </ul>				
suitable format. Module code: LITK874(16)	Year module	NQF-level: 9		
<ul> <li>Title: Perspectives on Liturgics</li> <li>Module outcomes:</li> <li>At the end of this module, students should be able to:</li> <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>				
Module code: LITK876(32)	Year module	NQF-level: 9		
Title: Perspectives on Liturgics	-			
<ul> <li>Module outcomes:</li> <li>At the end of this module, students should be able to:</li> <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>				
Module code: LITK991(224)	Year module	NQF-level: 10		
<ul> <li>Title: Liturgics: Thesis</li> <li>Module outcomes:</li> <li>In the writing of the thesis, students should be able to:</li> <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>				

Module code: LITK994(32)	Year module	NQF-level: 10		
Title: Perspectives on Liturgics				
Module outcomes:				
At the end of this module, students	At the end of this module, students should be able to:			
	c and specialised knowledge throug			
	gics, encapsulate their view in the			
	manner, and conduct a vocal discus	ssion on relevant literature, issues,		
methods and research in Litu	rgics.			
Module code: LITS211 (16)	Semester 1	NQF-level: 6		
Title: Reception of Ancient Literatur	e			
Module outcomes:				
After completion of this module stue				
<ul> <li>a broad knowledge of the value</li> </ul>	rious modern and ancient reception t	heories of Ancient Literature;		
<ul> <li>have specific knowledge of t</li> </ul>	he reception of selected Ancient Liter	ature;		
<ul> <li>understand according to what</li> </ul>	at criteria and in what contexts Ancier	t Literature was received in the		
Ancient World;				
<ul> <li>understand the problems rel</li> </ul>	ating to the definition, categorisation a	and interpretation of the reception		
	familiar with modern theories in this r			
Module code: MISS211(8)	Semester 1	NQF-level: 6		
Title: The Relationship between Mis		14021 -16761. 0		
Module outcomes:	ssion and Theology			
At the end of this module, students	should be able to:			
	nding of historical development of mis	sion and discuss the main		
characteristics of each pe				
<ul> <li>describe missiology as a t</li> </ul>				
		aluate various mission models, and		
explain the different eleme		· · · · · · · · · · · · · · · · · · ·		
Module code: MISS221(16)	Semester 2	NQF-level: 6		
Title: Mission as an Africa initiative				
Module outcomes:				
Module outcomes: At the end of this module, students	should be able to:			
At the end of this module, students	should be able to: and extensive understanding of the n	nain ideologies of modern time, the		
At the end of this module, students • display in-depth knowledge a				
<ul> <li>At the end of this module, students</li> <li>display in-depth knowledge a advent and state of Christiani</li> </ul>	and extensive understanding of the n	al mission;		
At the end of this module, students <ul> <li>display in-depth knowledge a advent and state of Christiani</li> </ul>	and extensive understanding of the n ty in Africa and its contribution to glob frican Christianity to theology and glo	al mission;		
At the end of this module, students display in-depth knowledge a advent and state of Christiani analyse the contribution of A it critically in a suitable IT forr design a model for the co	and extensive understanding of the n ty in Africa and its contribution to glob frican Christianity to theology and glo	al mission; bal mission effectively, and present		
<ul> <li>At the end of this module, students</li> <li>display in-depth knowledge a advent and state of Christiani</li> <li>analyse the contribution of A it critically in a suitable IT forr</li> <li>design a model for the co framework.</li> </ul>	and extensive understanding of the n ty in Africa and its contribution to glob frican Christianity to theology and glo nat; ntextualisation of Christianity in Afr	al mission; bal mission effectively, and present ica within an ethically acceptable		
At the end of this module, students display in-depth knowledge a advent and state of Christiani analyse the contribution of A it critically in a suitable IT forr design a model for the co framework. Module code: MISS213(8)	and extensive understanding of the n ty in Africa and its contribution to glob frican Christianity to theology and glo nat;	al mission; bal mission effectively, and present		
At the end of this module, students display in-depth knowledge a advent and state of Christiani analyse the contribution of A it critically in a suitable IT forr design a model for the co framework. Module code: MISS213(8) Title: Mission and Counselling	and extensive understanding of the n ty in Africa and its contribution to glob frican Christianity to theology and glo nat; ntextualisation of Christianity in Afr	al mission; bal mission effectively, and present ica within an ethically acceptable		
At the end of this module, students display in-depth knowledge a advent and state of Christiani analyse the contribution of A it critically in a suitable IT forr design a model for the co framework. Module code: MISS213(8) Title: Mission and Counselling Module outcomes:	and extensive understanding of the n ty in Africa and its contribution to glob frican Christianity to theology and glo nat; ntextualisation of Christianity in Afr Semester 1	al mission; bal mission effectively, and present ica within an ethically acceptable		
At the end of this module, students <ul> <li>display in-depth knowledge a advent and state of Christiani</li> <li>analyse the contribution of A it critically in a suitable IT forr</li> <li>design a model for the co framework.</li> </ul> Module code: MISS213(8) Title: Mission and Counselling Module outcomes: At the end of this module, students	and extensive understanding of the n ty in Africa and its contribution to glob frican Christianity to theology and glo nat; ntextualisation of Christianity in Afr Semester 1 should be able to:	bal mission; bal mission effectively, and present ica within an ethically acceptable NQF-level: 6		
At the end of this module, students <ul> <li>display in-depth knowledge a advent and state of Christiani</li> <li>analyse the contribution of A it critically in a suitable IT forr</li> <li>design a model for the co framework.</li> </ul> <li>Module code: MISS213(8) <ul> <li>Title: Mission and Counselling</li> <li>Module outcomes:</li> <li>At the end of this module, students</li> <li>display in-depth knowledge</li> </ul> </li>	and extensive understanding of the n ty in Africa and its contribution to glob frican Christianity to theology and glo nat; ntextualisation of Christianity in Afr Semester 1	bal mission; bal mission effectively, and present ica within an ethically acceptable NQF-level: 6		
At the end of this module, students <ul> <li>display in-depth knowledge a advent and state of Christiani</li> <li>analyse the contribution of A it critically in a suitable IT forr</li> <li>design a model for the co framework.</li> </ul> <li>Module code: MISS213(8) <ul> <li>Title: Mission and Counselling</li> <li>Module outcomes:</li> <li>At the end of this module, students</li> <li>display in-depth knowledge counselling;</li> </ul> </li>	and extensive understanding of the n ty in Africa and its contribution to glob frican Christianity to theology and glo nat; ntextualisation of Christianity in Afr Semester 1 should be able to: and extensive understanding of the	al mission; bal mission effectively, and present ica within an ethically acceptable NQF-level: 6 missionary perspective in pastoral		
At the end of this module, students <ul> <li>display in-depth knowledge a advent and state of Christiani</li> <li>analyse the contribution of A it critically in a suitable IT forr</li> <li>design a model for the co framework.</li> </ul> <li>Module code: MISS213(8) <ul> <li>Title: Mission and Counselling</li> </ul> </li> <li>Module outcomes: <ul> <li>At the end of this module, students</li> <li>display in-depth knowledge counselling;</li> <li>analyse a person's view of li</li> </ul> </li>	and extensive understanding of the n ty in Africa and its contribution to glob frican Christianity to theology and glo nat; ntextualisation of Christianity in Afr Semester 1 should be able to: and extensive understanding of the fe, and present solutions in a suitab	al mission; bal mission effectively, and present ica within an ethically acceptable NQF-level: 6 missionary perspective in pastoral		
At the end of this module, students <ul> <li>display in-depth knowledge a advent and state of Christiani</li> <li>analyse the contribution of A it critically in a suitable IT forr</li> <li>design a model for the co framework.</li> </ul> <li>Module code: MISS213(8) <ul> <li>Title: Mission and Counselling</li> <li>Module outcomes:</li> <li>At the end of this module, students</li> <li>display in-depth knowledge counselling;</li> <li>analyse a person's view of lip process runs smoothly in the</li> </ul></li>	and extensive understanding of the n ty in Africa and its contribution to glob frican Christianity to theology and glo nat; intextualisation of Christianity in Afr Semester 1 should be able to: and extensive understanding of the fe, and present solutions in a suitab particular culture;	al mission; bal mission effectively, and present ica within an ethically acceptable NQF-level: 6 missionary perspective in pastoral le IT format so that the counselling		
At the end of this module, students <ul> <li>display in-depth knowledge a advent and state of Christiani</li> <li>analyse the contribution of A it critically in a suitable IT forr</li> <li>design a model for the co framework.</li> </ul> <li>Module code: MISS213(8) <ul> <li>Title: Mission and Counselling</li> <li>Module outcomes:</li> <li>At the end of this module, students</li> <li>display in-depth knowledge counselling;</li> <li>analyse a person's view of lip process runs smoothly in the</li> </ul> </li>	and extensive understanding of the n ty in Africa and its contribution to glob frican Christianity to theology and glo nat; intextualisation of Christianity in Afr Semester 1 should be able to: and extensive understanding of the fe, and present solutions in a suitab particular culture; n ethically acceptable framework fo	al mission; bal mission effectively, and present ica within an ethically acceptable NQF-level: 6 missionary perspective in pastoral le IT format so that the counselling		
At the end of this module, students <ul> <li>display in-depth knowledge a advent and state of Christiani</li> <li>analyse the contribution of A it critically in a suitable IT forr</li> <li>design a model for the co framework.</li> </ul> <li>Module code: MISS213(8) <ul> <li>Title: Mission and Counselling</li> <li>Module outcomes:</li> <li>At the end of this module, students</li> <li>display in-depth knowledge counselling;</li> <li>analyse a person's view of li process runs smoothly in the provide a solution within ar Christianity in the midst of rel</li> </ul></li>	and extensive understanding of the n ty in Africa and its contribution to glob frican Christianity to theology and glo nat; ntextualisation of Christianity in Afr Semester 1 should be able to: and extensive understanding of the fe, and present solutions in a suitab particular culture; n ethically acceptable framework fo igious pluralism.	al mission; bal mission effectively, and present ica within an ethically acceptable <b>NQF-level: 6</b> missionary perspective in pastoral le IT format so that the counselling r the transformation of society by		
At the end of this module, students <ul> <li>display in-depth knowledge a advent and state of Christiani</li> <li>analyse the contribution of A it critically in a suitable IT forr</li> <li>design a model for the coframework.</li> </ul> <li>Module code: MISS213(8) <ul> <li>Title: Mission and Counselling</li> <li>Module outcomes:</li> <li>At the end of this module, students</li> <li>display in-depth knowledge counselling;</li> <li>analyse a person's view of lip process runs smoothly in the provide a solution within ar Christianity in the midst of rel</li> </ul></li>	and extensive understanding of the n ty in Africa and its contribution to glob frican Christianity to theology and glo nat; intextualisation of Christianity in Afr Semester 1 should be able to: and extensive understanding of the fe, and present solutions in a suitab particular culture; n ethically acceptable framework fo	al mission; bal mission effectively, and present ica within an ethically acceptable NQF-level: 6 missionary perspective in pastoral le IT format so that the counselling		
At the end of this module, students <ul> <li>display in-depth knowledge a advent and state of Christiani</li> <li>analyse the contribution of A it critically in a suitable IT forr</li> <li>design a model for the co framework.</li> </ul> <li>Module code: MISS213(8) <ul> <li>Title: Mission and Counselling</li> </ul> </li> <li>Module outcomes: <ul> <li>At the end of this module, students</li> <li>display in-depth knowledge counselling;</li> <li>analyse a person's view of liprocess runs smoothly in the provide a solution within ar Christianity in the midst of rel</li> </ul> </li> <li>Module code: MISS311(16) <ul> <li>Title: Missionary Apologetics</li> </ul> </li>	and extensive understanding of the n ty in Africa and its contribution to glob frican Christianity to theology and glo nat; ntextualisation of Christianity in Afr Semester 1 should be able to: and extensive understanding of the fe, and present solutions in a suitab particular culture; n ethically acceptable framework fo igious pluralism.	al mission; bal mission effectively, and present ica within an ethically acceptable <b>NQF-level: 6</b> missionary perspective in pastoral le IT format so that the counselling r the transformation of society by		
At the end of this module, students <ul> <li>display in-depth knowledge a advent and state of Christiani</li> <li>analyse the contribution of A it critically in a suitable IT forr</li> <li>design a model for the co framework.</li> </ul> <li>Module code: MISS213(8) <ul> <li>Title: Mission and Counselling</li> </ul> </li> <li>Module outcomes: <ul> <li>At the end of this module, students</li> <li>display in-depth knowledge counselling;</li> <li>analyse a person's view of liprocess runs smoothly in the provide a solution within ar Christianity in the midst of rel</li> </ul> </li> <li>Module code: MISS311(16) <ul> <li>Title: Missionary Apologetics</li> <li>Module outcomes:</li> </ul> </li>	and extensive understanding of the n ty in Africa and its contribution to glob frican Christianity to theology and glo nat; intextualisation of Christianity in Afr Semester 1 should be able to: and extensive understanding of the fe, and present solutions in a suitab particular culture; n ethically acceptable framework fo igious pluralism. Semester 1	bal mission; bal mission effectively, and present ica within an ethically acceptable <b>NQF-level: 6</b> missionary perspective in pastoral le IT format so that the counselling r the transformation of society by		
At the end of this module, students <ul> <li>display in-depth knowledge a advent and state of Christiani</li> <li>analyse the contribution of A it critically in a suitable IT forr</li> <li>design a model for the co framework.</li> </ul> <li>Module code: MISS213(8) <ul> <li>Title: Mission and Counselling</li> <li>Module outcomes:</li> <li>At the end of this module, students</li> <li>display in-depth knowledge counselling;</li> <li>analyse a person's view of liprocess runs smoothly in the provide a solution within ar Christianity in the midst of rel</li> </ul> </li> <li>Module code: MISS311(16) <ul> <li>Title: Missionary Apologetics</li> <li>Module outcomes:</li> </ul> </li>	and extensive understanding of the n ty in Africa and its contribution to glob frican Christianity to theology and glo nat; intextualisation of Christianity in Afr Semester 1 should be able to: and extensive understanding of the fe, and present solutions in a suitab particular culture; n ethically acceptable framework fo igious pluralism. Semester 1 should be able to:	al mission; bal mission effectively, and present ica within an ethically acceptable NQF-level: 6 missionary perspective in pastoral le IT format so that the counselling r the transformation of society by NQF-level: 7		
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At the end of this module, students <ul> <li>display in-depth knowledge a advent and state of Christiani</li> <li>analyse the contribution of A it critically in a suitable IT forr</li> <li>design a model for the coframework.</li> </ul> Module code: MISS213(8) Title: Mission and Counselling Module outcomes: At the end of this module, students <ul> <li>display in-depth knowledge counselling;</li> <li>analyse a person's view of Ii process runs smoothly in the provide a solution within ar Christianity in the midst of rel Module code: MISS311(16) Title: Missionary Apologetics Module outcomes: At the end of this module, students <ul> <li>display profound and systematic advection of the module outcomes in the midst of rel</li> </ul></li></ul>	and extensive understanding of the n ty in Africa and its contribution to glob frican Christianity to theology and glo nat; ntextualisation of Christianity in Afr Semester 1 should be able to: and extensive understanding of the fe, and present solutions in a suitab particular culture; n ethically acceptable framework fo gjous pluralism. Semester 1 should be able to: tematic understanding of the task, tematic knowledge of sects and cults	al mission; bal mission effectively, and present ica within an ethically acceptable NQF-level: 6 missionary perspective in pastoral le IT format so that the counselling r the transformation of society by NQF-level: 7		
At the end of this module, students <ul> <li>display in-depth knowledge a advent and state of Christiani</li> <li>analyse the contribution of A it critically in a suitable IT forr</li> <li>design a model for the co framework.</li> </ul> Module code: MISS213(8) Title: Mission and Counselling Module outcomes: At the end of this module, students <ul> <li>display in-depth knowledge counselling;</li> <li>analyse a person's view of liprocess runs smoothly in the provide a solution within ar Christianity in the midst of rel</li> </ul> Module code: MISS311(16) Title: Missionary Apologetics Module outcomes: <ul> <li>At the end of this module, students</li> <li>display profound and sys: Apologetics;</li> <li>display a profound and sys: the New Religious Movement</li> </ul>	and extensive understanding of the n ty in Africa and its contribution to glob frican Christianity to theology and glo nat; intextualisation of Christianity in Afr Semester 1 Should be able to: and extensive understanding of the fe, and present solutions in a suitab particular culture; n ethically acceptable framework fo igious pluralism. Semester 1 should be able to: tematic understanding of the task, tematic knowledge of sects and cults nts;	al mission; bal mission effectively, and present ica within an ethically acceptable <b>NQF-level: 6</b> missionary perspective in pastoral le IT format so that the counselling r the transformation of society by <b>NQF-level: 7</b>		

Module code: MISS312(8)	Semester 1	NQF-level: 7	
Title: Theory of Intercultural Commu	unication of the Gospel		
Module outcomes:			
At the end of this module, students should be able to:			
• display profound and systematic knowledge of the various communication principles of evangelisation			
in a cross-cultural situation;			
	thesise and evaluate the problems e		
	to take proactive measures to prev		
	present it effectively in a suitable IT for		
	cross-cultural evangelistic communica	ation which will solve problems that	
may occur, all within a biblical			
Module code: MISS321(16)	Semester 2	NQF-level: 7	
Title: Intercultural Communication o	f the Gospel		
Module outcomes:			
At the end of this module, students			
	matic understanding of the practical		
	during evangelisation in a cross-c	cultural situation, and discuss this	
problem	-		
	nich the church is exposed in its mis	ssionary work when it (1) opposes	
contextualisation and (2) con			
	nethods of communicating the Gospe	el to followers of African Traditional	
Religion (ATR), Islam, Hindu			
Module code: MISS621(8)	Semester 2	NQF-level: 8	
Title: A Christian Theology of Religi	ons		
Module outcomes:			
At the end of this module, students			
	matic knowledge of the task and m		
	l in-depth knowledge of the Reformed		
<ul> <li>conduct critical analysis and</li> </ul>	synthesis of various theological mo	dels of religious pluralism so as to	
	within an ethically acceptable fram	nework, and present the study in a	
suitable IT format to a discuss			
	and identify the way in which a C		
missionary calling, evaluate	its work effectively and present solu	utions for the ethically accountable	
	a society of religious pluralism.		
Module code: MISS672(16)	Year module	NQF-level: 8	
Title: Perspectives on Missiology			
Module outcomes:			
After completion of this module stud			
		ofound knowledge of one era with its	
	igms and all the factors which gave ri		
		a theological discipline at such a late	
	o the interrelationship of all the discipl		
		cquire in-depth knowledge of various	
	mission models so as to evaluate them in terms of the biblical and theological foundation of mission		
	<ul> <li>identify and analyse problems in the cross-cultural communication of the Bible and provide solutions i</li> </ul>		
	es on contextualisation is addressed;		
	e church can effectively ensure justic	ce for the poor and find a solution fo	
the problem of poverty;	····		
	i the various religions and religious th	neories to evaluate different models o	
a theology of religions;			
		ence, and strive for freedom as part o	
	church within an ethically acceptable		
		ted its responsibility for environmenta	
care, and provide suitable so			
	principles of participation in mission.	<u></u>	
Module code: MISS811(8)	Semester 1	NQF-level: 9	
Title: Mission as an Africa initiative			
Module outcomes:			
At the end of this module, students			
<ul> <li>display extensive and system</li> </ul>	natic knowledge of all the ideologies of		
of the advent of Christianity in Africa, and coherent and critical understanding of Africa's reaction to			

	this;			
<ul> <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</li> </ul>				
for evaluation;				
	<ul> <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</li> </ul>			
expansion of Theology.				
Module code: MISS821(8)	Semester 2	NQF-level: 9		
Title: Missionary Apologetics				
Module outcomes: At the end of this module, studen	ts should be able to:			
	nd method of Missionary Apologetic	s, and analyse these by means of		
extensive and systematic l				
	ental information about the basic princ critically in terms of existing knowled			
	Ms), and deliver a scientific report on			
<ul> <li>provide useful and direction</li> </ul>	onal solutions to refute the heresies	of Pentecostalism and Perfectionism		
	d communicative and doctrinal princip			
Module code: MISS872(96) Title: Missiology: Dissertation	Year module	NQF-level: 9		
Module outcomes:				
Students should be able to:				
		a theological science, and profound		
	erstanding of one aspect of missiology lection of literary and field research	; , and conduct critical analysis and		
	r the guidance of a tutor so as to pres			
		r own critical and ethically acceptable		
framework, with due consid				
Module code: MISS873(48)	Year module	NQF-level: 9		
Title: Missiology: Mini Dissertation	n			
Module outcomes:				
Module outcomes: Students should be able to:				
Students should be able to: • display extensive and syst		a theological science, and profound		
<ul> <li>Students should be able to:</li> <li>display extensive and syst knowledge and critical under</li> </ul>	erstanding of one aspect of missiology	;		
<ul> <li>Students should be able to:</li> <li>display extensive and syst knowledge and critical under offer a well-developed col</li> </ul>	erstanding of one aspect of missiology lection of literary and field research	; n, and conduct critical analysis and		
<ul> <li>Students should be able to:</li> <li>display extensive and syst knowledge and critical unde</li> <li>offer a well-developed col evaluation of the data unde</li> <li>present a solution to a prace</li> </ul>	erstanding of one aspect of missiology lection of literary and field research r the guidance of a tutor so as to pres tical missiological problem within thei	; n, and conduct critical analysis and		
<ul> <li>Students should be able to:</li> <li>display extensive and syst knowledge and critical unde</li> <li>offer a well-developed col evaluation of the data unde</li> <li>present a solution to a prace framework, with due considered</li> </ul>	erstanding of one aspect of missiology lection of literary and field research r the guidance of a tutor so as to pres tical missiological problem within their eration of other viewpoints.	; and conduct critical analysis and ent the result in a mini dissertation; r own critical and ethically acceptable		
Students should be able to: • display extensive and syst knowledge and critical unde • offer a well-developed col evaluation of the data unde • present a solution to a prace framework, with due consid Module code: MISS874(16)	erstanding of one aspect of missiology lection of literary and field research r the guidance of a tutor so as to pres tical missiological problem within thei	; n, and conduct critical analysis and ent the result in a mini dissertation;		
Students should be able to: • display extensive and syst knowledge and critical unde • offer a well-developed col evaluation of the data unde • present a solution to a prace framework, with due consid Module code: MISS874(16) Title: Perspectives on Missiology	erstanding of one aspect of missiology lection of literary and field research r the guidance of a tutor so as to pres tical missiological problem within their eration of other viewpoints.	; and conduct critical analysis and ent the result in a mini dissertation; r own critical and ethically acceptable		
Students should be able to: • display extensive and syst knowledge and critical unde • offer a well-developed col evaluation of the data unde • present a solution to a prace framework, with due consid Module code: MISS874(16)	erstanding of one aspect of missiology lection of literary and field research r the guidance of a tutor so as to pres tical missiological problem within their eration of other viewpoints. Year module	; and conduct critical analysis and ent the result in a mini dissertation; r own critical and ethically acceptable		
Students should be able to: • display extensive and syst knowledge and critical unde • offer a well-developed col evaluation of the data unde • present a solution to a prace framework, with due consid <b>Module code: MISS874(16)</b> Title: Perspectives on Missiology Module outcomes: At the end of this module, studen • display extensive and syste	erstanding of one aspect of missiology lection of literary and field research r the guidance of a tutor so as to pres tical missiological problem within their eration of other viewpoints. Year module ts should be able to:	; and conduct critical analysis and ent the result in a mini dissertation; r own critical and ethically acceptable		
Students should be able to: • display extensive and syst knowledge and critical unde • offer a well-developed col evaluation of the data unde • present a solution to a prace framework, with due consid <b>Module code: MISS874(16)</b> Title: Perspectives on Missiology Module outcomes: At the end of this module, studen • display extensive and syste of missiological topics;	erstanding of one aspect of missiology lection of literary and field research r the guidance of a tutor so as to pres tical missiological problem within their eration of other viewpoints. Year module ts should be able to: matic knowledge of missiology, and p	r, and conduct critical analysis and ent the result in a mini dissertation; r own critical and ethically acceptable <b>NQF-level: 9</b> profound understanding of a selection		
<ul> <li>Students should be able to:</li> <li>display extensive and syst knowledge and critical unde</li> <li>offer a well-developed col evaluation of the data unde</li> <li>present a solution to a prace framework, with due consid</li> <li>Module code: MISS874(16)</li> <li>Title: Perspectives on Missiology</li> <li>Module outcomes:</li> <li>At the end of this module, studen</li> <li>display extensive and syste of missiological topics;</li> <li>offer a well-developed colling</li> </ul>	erstanding of one aspect of missiology lection of literary and field research r the guidance of a tutor so as to pres tical missiological problem within their eration of other viewpoints. Year module ts should be able to: ematic knowledge of missiology, and p ection of literary research by the form	r, n, and conduct critical analysis and ent the result in a mini dissertation; r own critical and ethically acceptable <b>NQF-level: 9</b> profound understanding of a selection mulation of their own viewpoint on a		
<ul> <li>Students should be able to:</li> <li>display extensive and syst knowledge and critical under offer a well-developed coll evaluation of the data under present a solution to a prace framework, with due conside Module code: MISS874(16)</li> <li>Title: Perspectives on Missiology</li> <li>Module outcomes:</li> <li>At the end of this module, studen</li> <li>display extensive and syste of missiological topics;</li> <li>offer a well-developed coll selection of topics and the or present a solution to a mission to a mission of a mission of the data under the selection of topics and the or present a solution to a mission of a mission a mission of a</li></ul>	erstanding of one aspect of missiology lection of literary and field research r the guidance of a tutor so as to pres tical missiological problem within their eration of other viewpoints. Year module ts should be able to: matic knowledge of missiology, and p ection of literary research by the form critical analysis and evaluation of othe ssiological problem from a selection of	r; n, and conduct critical analysis and ent the result in a mini dissertation; r own critical and ethically acceptable <b>NQF-level: 9</b> profound understanding of a selection mulation of their own viewpoint on a r viewpoints; of topics within their own critical and		
<ul> <li>Students should be able to:</li> <li>display extensive and syst knowledge and critical unde</li> <li>offer a well-developed col evaluation of the data unde</li> <li>present a solution to a prace framework, with due conside</li> <li>Module code: MISS874(16)</li> <li>Title: Perspectives on Missiology</li> <li>Module outcomes:</li> <li>At the end of this module, studen</li> <li>display extensive and syste of missiological topics;</li> <li>offer a well-developed coll selection of topics and the of present a solution to a mis ethically acceptable framework</li> </ul>	erstanding of one aspect of missiology lection of literary and field research r the guidance of a tutor so as to pres tical missiological problem within their eration of other viewpoints. Year module ts should be able to: matic knowledge of missiology, and p ection of literary research by the form critical analysis and evaluation of other siological problem from a selection of york, with due consideration of other v	r; n, and conduct critical analysis and ent the result in a mini dissertation; r own critical and ethically acceptable <b>NQF-level: 9</b> profound understanding of a selection mulation of their own viewpoint on a r viewpoints; of topics within their own critical and iewpoints.		
<ul> <li>Students should be able to:</li> <li>display extensive and syst knowledge and critical unde</li> <li>offer a well-developed col evaluation of the data unde</li> <li>present a solution to a prace framework, with due consid</li> <li>Module code: MISS874(16)</li> <li>Title: Perspectives on Missiology</li> <li>Module outcomes:</li> <li>At the end of this module, studen</li> <li>display extensive and syste of missiological topics;</li> <li>offer a well-developed coll selection of topics and the of present a solution to a mis ethically acceptable framew</li> <li>Module code: MISS875(8)</li> </ul>	erstanding of one aspect of missiology lection of literary and field research r the guidance of a tutor so as to pres tical missiological problem within their eration of other viewpoints. Year module ts should be able to: matic knowledge of missiology, and p ection of literary research by the form critical analysis and evaluation of other isological problem from a selection of york, with due consideration of other v Semester 1	r; n, and conduct critical analysis and ent the result in a mini dissertation; r own critical and ethically acceptable <b>NQF-level: 9</b> profound understanding of a selection mulation of their own viewpoint on a r viewpoints; of topics within their own critical and		
<ul> <li>Students should be able to:</li> <li>display extensive and syst knowledge and critical unde</li> <li>offer a well-developed col evaluation of the data unde</li> <li>present a solution to a prace framework, with due conside</li> <li>Module code: MISS874(16)</li> <li>Title: Perspectives on Missiology</li> <li>Module outcomes:</li> <li>At the end of this module, studen</li> <li>display extensive and syste of missiological topics;</li> <li>offer a well-developed coll selection of topics and the of</li> <li>present a solution to a missiology acceptable framew</li> <li>Module code: MISS875(8)</li> <li>Title: Mission as Evangelisation and selection of topics</li> </ul>	erstanding of one aspect of missiology lection of literary and field research r the guidance of a tutor so as to pres tical missiological problem within their eration of other viewpoints. Year module ts should be able to: matic knowledge of missiology, and p ection of literary research by the form critical analysis and evaluation of other isological problem from a selection of york, with due consideration of other v Semester 1	r; n, and conduct critical analysis and ent the result in a mini dissertation; r own critical and ethically acceptable <b>NQF-level: 9</b> profound understanding of a selection mulation of their own viewpoint on a r viewpoints; of topics within their own critical and iewpoints.		
Students should be able to: display extensive and syst knowledge and critical unde offer a well-developed col evaluation of the data unde present a solution to a prace framework, with due consid Module code: MISS874(16) Title: Perspectives on Missiology Module outcomes: At the end of this module, studen display extensive and syste of missiological topics; offer a well-developed coll selection of topics and the o present a solution to a mis ethically acceptable framew Module code: MISS875(8) Title: Mission as Evangelisation a	erstanding of one aspect of missiology lection of literary and field research r the guidance of a tutor so as to pres tical missiological problem within their eration of other viewpoints. Year module ts should be able to: ematic knowledge of missiology, and p ection of literary research by the form ritical analysis and evaluation of othe soiological problem from a selection ork, with due consideration of other v Semester 1 and Service	r; n, and conduct critical analysis and ent the result in a mini dissertation; r own critical and ethically acceptable <b>NQF-level: 9</b> profound understanding of a selection mulation of their own viewpoint on a r viewpoints; of topics within their own critical and iewpoints.		
<ul> <li>Students should be able to:</li> <li>display extensive and syst knowledge and critical unde</li> <li>offer a well-developed colevaluation of the data unde</li> <li>present a solution to a praceframework, with due consided</li> <li>Module code: MISS874(16)</li> <li>Title: Perspectives on Missiology</li> <li>Module outcomes:</li> <li>At the end of this module, studen of missiological topics;</li> <li>offer a well-developed colleselection of topics and the of present a solution to a missiological topics;</li> <li>offer a well-developed colleselection of topics and the of present a solution to a mission as Evangelisation as Module outcomes:</li> <li>At the end of this module, studen</li> <li>in the light of their exterior</li> </ul>	erstanding of one aspect of missiology lection of literary and field research r the guidance of a tutor so as to pres tical missiological problem within their eration of other viewpoints. Year module ts should be able to: matic knowledge of missiology, and p ection of literary research by the form critical analysis and evaluation of other siological problem from a selection of ork, with due consideration of other v Semester 1 and Service ts should be able to: maxive and systematic knowledge, of	r, h, and conduct critical analysis and ent the result in a mini dissertation; r own critical and ethically acceptable <b>NQF-level: 9</b> profound understanding of a selection mulation of their own viewpoint on a r viewpoints; of topics within their own critical and iewpoints. <b>NQF-level: 9</b> discuss the principles of Reformed		
<ul> <li>Students should be able to:</li> <li>display extensive and syst knowledge and critical unde</li> <li>offer a well-developed col evaluation of the data unde</li> <li>present a solution to a prace framework, with due conside</li> <li>Module code: MISS874(16)</li> <li>Title: Perspectives on Missiology</li> <li>Module outcomes:</li> <li>At the end of this module, studen</li> <li>display extensive and syster of missiological topics;</li> <li>offer a well-developed coll selection of topics and the of present a solution to a mis ethically acceptable framew</li> <li>Module code: MISS875(8)</li> <li>Title: Mission as Evangelisation at the end of this module, studen</li> <li>in the light of their exter evangelisation and the specification and the specification</li></ul>	erstanding of one aspect of missiology lection of literary and field research r the guidance of a tutor so as to pres tical missiological problem within their eration of other viewpoints. Year module Year module ts should be able to: matic knowledge of missiology, and p ection of literary research by the form pritical analysis and evaluation of other sological problem from a selection of york, with due consideration of other v Semester 1 and Service ts should be able to: misive and systematic knowledge, of actial challenges presented by contemport	r; n, and conduct critical analysis and ent the result in a mini dissertation; r own critical and ethically acceptable NQF-level: 9 profound understanding of a selection mulation of their own viewpoint on a r viewpoints; of topics within their own critical and iewpoints. NQF-level: 9 discuss the principles of Reformed porary culture in a post-modern era;		
<ul> <li>Students should be able to:</li> <li>display extensive and syst knowledge and critical unde</li> <li>offer a well-developed col evaluation of the data unde</li> <li>present a solution to a prace framework, with due conside</li> <li>Module code: MISS874(16)</li> <li>Title: Perspectives on Missiology</li> <li>Module outcomes:</li> <li>At the end of this module, studen</li> <li>display extensive and syste of missiological topics;</li> <li>offer a well-developed coll selection of topics and the coll present a solution to a mis ethically acceptable framew</li> <li>Module code: MISS875(8)</li> <li>Title: Mission as Evangelisation a Module outcomes:</li> <li>At the end of this module, studen</li> <li>in the light of their extere evangelisation and the spe</li> <li>evaluate current models</li> </ul>	erstanding of one aspect of missiology lection of literary and field research r the guidance of a tutor so as to pres tical missiological problem within their eration of other viewpoints. Year module ts should be able to: eratic knowledge of missiology, and p ection of literary research by the form pritical analysis and evaluation of other soiological problem from a selection of ork, with due consideration of other v Semester 1 Ind Service ts should be able to: ensive and systematic knowledge, or actial challenges presented by contemp and methods of evangelisation with	r; n, and conduct critical analysis and ent the result in a mini dissertation; r own critical and ethically acceptable NQF-level: 9 profound understanding of a selection mulation of their own viewpoint on a r viewpoints; of topics within their own critical and iewpoints. NQF-level: 9 discuss the principles of Reformed porary culture in a post-modern era;		
<ul> <li>Students should be able to:</li> <li>display extensive and syst knowledge and critical unde</li> <li>offer a well-developed colevaluation of the data unde</li> <li>present a solution to a praceframework, with due conside</li> <li>Module code: MISS874(16)</li> <li>Title: Perspectives on Missiology</li> <li>Module outcomes:</li> <li>At the end of this module, studen</li> <li>display extensive and syste of missiological topics;</li> <li>offer a well-developed colleselection of topics and the of</li> <li>present a solution to a misethically acceptable framew</li> <li>Module code: MISS875(8)</li> <li>Title: Mission as Evangelisation ad the evangelisation and the spe</li> <li>evaluate current models and develop and apply guide</li> </ul>	erstanding of one aspect of missiology lection of literary and field research r the guidance of a tutor so as to pres tical missiological problem within their eration of other viewpoints. Year module Year module ts should be able to: matic knowledge of missiology, and p ection of literary research by the form pritical analysis and evaluation of other sological problem from a selection of york, with due consideration of other v Semester 1 and Service ts should be able to: misive and systematic knowledge, of actial challenges presented by contemport	r, n, and conduct critical analysis and ent the result in a mini dissertation; r own critical and ethically acceptable NQF-level: 9 profound understanding of a selection mulation of their own viewpoint on a r viewpoints; of topics within their own critical and iewpoints. NQF-level: 9 tiscuss the principles of Reformed porary culture in a post-modern era; coherent and critical understanding,		

Module code: MISS876(32)	Year module	NQF-level: 9	
Title: Perspectives on Missiology	-		
Module outcomes:			
At the end of this module, students should be able to:			
	<ul> <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> </ul>		
	tion of literary research by the form		
	ne critical analysis and evaluation of c		
	ological problem from a selection of		
	rk, with due consideration of other vie		
Module code: MISS991(224)	Year module	NQF-level: 10	
Title: Missiology: Thesis	•		
Module outcomes:			
Students should be able to:			
	natic knowledge of missiology as a t		
	understanding and evaluation of a sel		
	ion of existing literature and research point on a specific topic in missiolo		
	cumented thesis which provides evid		
approach and independent in		sonoo or anarytical ontilo, a ontical	
	ic missiological problem within their of	own critical and ethically acceptable	
framework, with due consider	ation of other viewpoints.	· · ·	
Module code: MISS994(32)	Year module	NQF-level: 10	
Title: Perspectives on Missiology			
Module outcomes:			
At the end of this module, students			
	natic knowledge of missiology as a t		
	nt and critical understanding of a sele tion of literary research by the form		
	ne independent critical evaluation of c		
	ological problem from a selection of		
	rk, with due consideration of other vie		
Module code: NTES111(8)	Semester 1	NQF-level: 5	
Title: Introduction to the New Testa	ment: History and General Canonics		
Module outcomes:			
At the end of this module, students			
<ul> <li>display basic knowledge and</li> </ul>	I intelligent understanding of the pla	ce, unique character and authority,	
context of the New Testamen	n, composition, historical events, g	eography, and cultural and social	
	and apply this knowledge within an a	acceptable ethical framework:	
<ul> <li>solve well-defined problems i</li> </ul>			
Module code: NTES121(16) Semester 2 NQF-level: 5			
Title: The Synoptic Gospels			
Module outcomes:			
At the end of this module, students should be able to:			
• 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;			
<ul> <li>analyse, synthesise, interpret and apply such knowledge within an acceptable ethical framework;</li> </ul>			
solve well-defined problems within a familiar context.  Module code: NTES211(16) Semester 1 NQF-level: 6			
Module outcomes:	e New Testament and its Sociohistori	Jai Context	
Section 1 (8): Introduction to Ex	enesis of the New Testament		
At the end of this section of the mo			
	and extensive understanding of th	ne steps of a method to conduct	
exegesis of the New Testame	ent, all within an ethically acceptable f	ramework;	
	nod effectively and apply them in pr		
	d present the result of the various ste	ps in a suitable IT format, all within	
an ethically acceptable frame	WORK:		

 conduct independent and defensible exegesis of a clearly demarcated pericope from the New Testament.

### Section 2 (8): Introduction to the Sociohistorical Context of the New Testament

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

- 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;
- 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;
- 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.

Module code: NTES221(16)	Semester 2	NQF-level: 6
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:

- display in-depth knowledge and extensive understanding of the Particular Canonics of Acts and the General Epistles respectively;
- select the steps of the exegetic 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;
- 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;
- display in-depth knowledge and extensive understanding of a method to arrange exegetic 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.

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

Students should be able to do the following, within an ethically acceptable framework, by means of aids and partial guidance:

- 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;
- 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;
- formulate a fundamentally and scientifically justifiable viewpoint on the theological significance (in the sense of revelation history) of each of these New Testament epistles;
- 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.

Module code: NTES311(16)	Semester 1	NQF-level: 7	
Title: General Canonics, Pauline Epistles			
<ul> <li>Module outcomes:</li> <li>At the end of this module, students should be able to:</li> <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>			
Module code: NTES321(16)	Semester 2	NQF-level: 7	
Title: Key Themes of Revelation History, the Johannine Books			
Module outcomes: At the end of this module, students should be able to: • display coherent and critical understanding of the character and methods of Revelation History as a			

	discipline;		
•	• display coherent and critical understanding of the key themes - from the perspective of Revelation		
	History – of Gospel and Kingdom in the New Testament Canon;		
•	<ul> <li>demonstrate profound and systematic knowledge of the Particular Canonics of each of the Johannine Books;</li> </ul>		
	<ul> <li>display coherent and critical understanding of the significance of the revelation in each of the</li> </ul>		
		idually and collectively, within the co	
	as a whole .	, <u>,</u> ,	
Mod	dule Code: NTES322(8)	Semester 2	NQF-level 7
Title	e: Key Themes of Revelation Hi	story and General Canonics of the NT	Г
	dule Outcomes:		
	he end of this module, students	should be able to:	
1. 0	General Canonics	c and profound knowledge as well as	apparent and aritical understanding
•		nority of the Canon and of General Ca	
		esise the principles and methods of	
		of the student's familiarity with curr	
		prigin, scope and authority of the Cano	on critically;
2.	New Testament Revelation H	-	
•		c and profound knowledge as well as scientific methods of New Testament	
		principles and methods of New Test	
-		apply them to the New Testament C	
		points on the key themes of New Tes	
		of the method as part of the IT format	t on Revelation History, all within an
	ethically acceptable framewo		
•		esise the principles and methods of l	
		tly; and on this basis, as well as the evaluate viewpoints on the key motive	
	Testament.	valuate viewpoints on the key motive	es of Revelation History of the New
Mo	dule code: NTES612(8)	Semester 1	NQF-level: 8
Title	New Testament Exercis		
	e: New Testament Exegesis dule outcomes:		
Mod			•
Mod Sec	dule outcomes: ttion 1 (4): Introduction to Ne he end of this section of the mo	w Testament Exegesis dule, students should be able to:	
Mod Sec	dule outcomes: tion 1 (4): Introduction to Ne he end of this section of the mo display extensive, systematic	w Testament Exegesis dule, students should be able to: and profound knowledge as well as	coherent and critical understanding
Mod Sec	dule outcomes: tion 1 (4): Introduction to Ne he end of this section of the mo display extensive, systematic of the steps of a method to	w Testament Exegesis dule, students should be able to:	coherent and critical understanding
Mod Sec	dule outcomes: <b>tion 1 (4): Introduction to Ne</b> he end of this section of the mo display extensive, systematic of the steps of a method to Word;	w Testament Exegesis dule, students should be able to: and profound knowledge as well as conduct exegesis of the New Testan	coherent and critical understanding nent for Reformed preaching of the
Mod Sec	dule outcomes: tion 1 (4): Introduction to Ne he end of this section of the mo display extensive, systematic of the steps of a method to Word; analyse and select the step	w Testament Exegesis dule, students should be able to: c and profound knowledge as well as conduct exegesis of the New Testan ps of this method effectively and ap	coherent and critical understanding nent for Reformed preaching of the oply them in practice; analyse and
Mod Sec	dule outcomes: tion 1 (4): Introduction to Ne he end of this section of the mo display extensive, systematic of the steps of a method to Word; analyse and select the step synthesise the information of	w Testament Exegesis dule, students should be able to: and profound knowledge as well as conduct exegesis of the New Testan	coherent and critical understanding nent for Reformed preaching of the oply them in practice; analyse and n independently on the basis of the
Mod Sec	dule outcomes: tion 1 (4): Introduction to Ne he end of this section of the mo display extensive, systematic of the steps of a method to Word; analyse and select the step synthesise the information ol student's familiarity with currr in a suitable IT format, all with	w Testament Exegesis dule, students should be able to: and profound knowledge as well as conduct exegesis of the New Testan bos of this method effectively and ap btained thus; evaluate the information ent research in the discipline; and pre- hin an ethically acceptable framework	coherent and critical understanding nent for Reformed preaching of the oply them in practice; analyse and n independently on the basis of the seent the result of the various steps ;
Mod Sec	dule outcomes: tion 1 (4): Introduction to Ne he end of this section of the mo display extensive, systematic of the steps of a method to Word; analyse and select the step synthesise the information of student's familiarity with currer in a suitable IT format, all with independently select a peri	w Testament Exegesis dule, students should be able to: c and profound knowledge as well as conduct exegesis of the New Testan os of this method effectively and ap btained thus; evaluate the information ent research in the discipline; and pre- hin an ethically acceptable framework cope from the New Testament for	coherent and critical understanding nent for Reformed preaching of the oply them in practice; analyse and n independently on the basis of the seent the result of the various steps ;
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Moc Sec At ti • • Sec	dule outcomes: tion 1 (4): Introduction to Ne he end of this section of the mo display extensive, systematic of the steps of a method to Word; analyse and select the step synthesise the information ol student's familiarity with currr in a suitable IT format, all with independently select a peri defensible exegesis of the pe- tion 2 (4): Introduction to the	w Testament Exegesis dule, students should be able to: c and profound knowledge as well as conduct exegesis of the New Testan be of this method effectively and ap btained thus; evaluate the information ent research in the discipline; and pre hin an ethically acceptable framework cope from the New Testament for rricope.	coherent and critical understanding nent for Reformed preaching of the oply them in practice; analyse and n independently on the basis of the essent the result of the various steps ; a specific situation, and conduct
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Mod Sec At ti • • Sec At ti	dule outcomes: tion 1 (4): Introduction to Ne he end of this section of the mo display extensive, systematic of the steps of a method to Word; analyse and select the step synthesise the information of student's familiarity with curro in a suitable IT format, all with independently select a peri- defensible exegesis of the pe- tion 2 (4): Introduction to the he end of this section of the mo display extensive, systematic of the Graeco-Roman world information in exegesis;	w Testament Exegesis dule, students should be able to: c and profound knowledge as well as conduct exegesis of the New Testan os of this method effectively and ap btained thus; evaluate the information ent research in the discipline; and pre- hin an ethically acceptable framework cope from the New Testament for pricope. e Sociohistorical Context of the New dule, students should be able to: c and profound knowledge as well as d in the time of the New Testament	coherent and critical understanding nent for Reformed preaching of the oply them in practice; analyse and n independently on the basis of the esent the result of the various steps ; a specific situation, and conduct <b>w Testament</b> coherent and critical understanding nt and of a method to utilise this
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Moc Sec At ti • Sec At ti •	dule outcomes: tion 1 (4): Introduction to Ne he end of this section of the mo display extensive, systematic of the steps of a method to Word; analyse and select the step synthesise the information of student's familiarity with curror in a suitable IT format, all with independently select a peri- defensible exegesis of the pe- tion 2 (4): Introduction to the he end of this section of the mo- display extensive, systematic of the Graeco-Roman world information in exegesis; select and apply the steps of thus; evaluate the information the discipline; and present the exegesis, all within an ethical assess a viewpoint on the ut of the method that has been	w Testament Exegesis dule, students should be able to: c and profound knowledge as well as conduct exegesis of the New Testan os of this method effectively and ap btained thus; evaluate the information ent research in the discipline; and pre- hin an ethically acceptable framework cope from the New Testament for ericope. • Sociohistorical Context of the New dule, students should be able to: c and profound knowledge as well as d in the time of the New Testamer this method effectively; analyse and n independently on the basis of their re result of the application of the me ly acceptable framework; ilisation of the sociohistorical data in studied, and utilise the sociohistorical	coherent and critical understanding nent for Reformed preaching of the oply them in practice; analyse and n independently on the basis of the esent the result of the various steps ; a specific situation, and conduct <b>w Testament</b> coherent and critical understanding nt and of a method to utilise this synthesise the information obtained r familiarity with current research in thod as part of the IT format of the the exegesis of a pericope in terms
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Moc Sec At tl • • • • • • • • • • • • •	dule outcomes: tion 1 (4): Introduction to Ne he end of this section of the mo display extensive, systematic of the steps of a method to Word; analyse and select the step synthesise the information ol student's familiarity with currr in a suitable IT format, all with independently select a peri defensible exegesis of the pe etion 2 (4): Introduction to the he end of this section of the mo display extensive, systematic of the Graeco-Roman work information in exegesis; select and apply the steps of thus; evaluate the information the discipline; and present the exegesis, all within an ethical assess a viewpoint on the ut of the method that has been New Testament in an independent dule code: NTES621(8)	w Testament Exegesis dule, students should be able to: c and profound knowledge as well as conduct exegesis of the New Testan botained thus; evaluate the information ent research in the discipline; and pre- hin an ethically acceptable framework cope from the New Testament for ericope. e Sociohistorical Context of the New dule, students should be able to: c and profound knowledge as well as d in the time of the New Testamer this method effectively; analyse and n independently on the basis of their he result of the application of the me ly acceptable framework; ilisation of the sociohistorical data in studied, and utilise the sociohistorical ndent and defensible manner.	coherent and critical understanding nent for Reformed preaching of the oply them in practice; analyse and n independently on the basis of the sent the result of the various steps ; a specific situation, and conduct <b>w Testament</b> coherent and critical understanding nt and of a method to utilise this synthesise the information obtained r familiarity with current research in thod as part of the IT format of the the exegesis of a pericope in terms I context of a new pericope from the
Moc Sec At ti • • Sec At ti • • • • •	dule outcomes: tion 1 (4): Introduction to Ne he end of this section of the mo display extensive, systematic of the steps of a method to Word; analyse and select the step synthesise the information of student's familiarity with curred in a suitable IT format, all with independently select a peri- defensible exegesis of the pe- tion 2 (4): Introduction to the he end of this section of the mo display extensive, systematic of the Graeco-Roman world information in exegesis; select and apply the steps of thus; evaluate the information the discipline; and present the exegesis, all within an ethical assess a viewpoint on the ut of the method that has been New Testament in an independent dule code: NTES621(8) a: The Synoptic Gospels Jule outcomes: he end of this module, students	w Testament Exegesis dule, students should be able to: c and profound knowledge as well as conduct exegesis of the New Testan os of this method effectively and ap btained thus; evaluate the information ent research in the discipline; and pre- hin an ethically acceptable framework cope from the New Testament for pricope. e Sociohistorical Context of the New dule, students should be able to: c and profound knowledge as well as d in the time of the New Testamer i this method effectively; analyse and n independently on the basis of their he result of the application of the me ly acceptable framework; ilisation of the sociohistorical data in studied, and utilise the sociohistorical ndent and defensible manner. Semester 2	coherent and critical understanding nent for Reformed preaching of the oply them in practice; analyse and n independently on the basis of the esent the result of the various steps ; a specific situation, and conduct w Testament coherent and critical understanding nt and of a method to utilise this synthesise the information obtained r familiarity with current research in thod as part of the IT format of the the exegesis of a pericope in terms I context of a new pericope from the NQF-level: 8
Moc Sec At ti • • Sec At ti • • • • •	dule outcomes: tion 1 (4): Introduction to Ne he end of this section of the mo display extensive, systematic of the steps of a method to Word; analyse and select the step synthesise the information of student's familiarity with curro- in a suitable IT format, all with independently select a peri- defensible exegesis of the pe- tion 2 (4): Introduction to the he end of this section of the mo- display extensive, systematic of the Graeco-Roman world information in exegesis; select and apply the steps of thus; evaluate the information the discipline; and present the exegesis, all within an ethical assess a viewpoint on the ut of the method that has been New Testament in an independent dule outcomes: he end of this module, students display extensive, systematic	w Testament Exegesis dule, students should be able to: c and profound knowledge as well as conduct exegesis of the New Testan os of this method effectively and ap btained thus; evaluate the information ent research in the discipline; and pre- hin an ethically acceptable framework cope from the New Testament for ricope. e Sociohistorical Context of the New dule, students should be able to: c and profound knowledge as well as d in the time of the New Testamer this method effectively; analyse and n independently on the basis of thein he result of the application of the me ly acceptable framework; illisation of the sociohistorical data in studied, and utilise the sociohistorical ndent and defensible manner. Semester 2	coherent and critical understanding nent for Reformed preaching of the oply them in practice; analyse and n independently on the basis of the esent the result of the various steps ; a specific situation, and conduct w Testament coherent and critical understanding nt and of a method to utilise this synthesise the information obtained r familiarity with current research in thod as part of the IT format of the the exegesis of a pericope in terms I context of a new pericope from the NQF-level: 8

- the Gospels, the Canonics of the Synoptic Gospels, and problems relating to the Synoptic Gospels;identify, collect, critically analyse, synthesise and independently interpret 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 frameworks and with consideration of other frameworks.

Module code: NTES673(20)	Year module	NQF-level: 8
Title: Introduction to New Testament Exegesis and the Sociohistorical context of the NT		

### Module outcomes:

# Section 1 (4): Introduction to New Testament Exegesis

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 steps of a method for the exegesis of the New Testament for the ministry of the Word, all within
  an ethically acceptable framework;
- critically analyse the steps of this method, select and apply them effectively, analyse and 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 exegetic 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.

Module code: NTES811(16)	Semester 1	NQF-level: 9
Title: Acts and the General Epistles	, Hebrews and Paul's Captivity Epistle	es, 1 and 2 Corinthians
Madula autoana.		

#### 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 exegetic 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 exegetic 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
  excegesis; 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 excegesis 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 Thes	ssalonians Galatians Romans and th	ne Pastoral Epistles

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.

Module code: NTES873(48)	Year module	NQF-level: 9
Title: New Testament: Mini Disserta	ation	
Module outcomes:		
Students should be able to:		
<ul> <li>display extensive, systema</li> </ul>	tic and specialised knowledge as	s well as coherent and critical
understanding of New Testan	nent as a discipline; analyse and synt	hesise the information and evaluate
it under supervision by means	s of well-developed collection skills, st	tudy and evaluation of literature and
existing research, and presen	t it in the form of a research report (m	nini dissertation);
<ul> <li>solve complex and real-life pr</li> </ul>	roblems in New Testament as a disci	pline through the evaluation of their
own ethical frameworks, with	due consideration of other framework	íS.
Module code: NTES874(16)	Year module	NQF-level: 9
Title: Perspectives on New Testame	ent	
Module outcomes:		
At the end of this module, students	should be able to:	
	and specialised knowledge as well a	is coherent critical understanding of
New Testament as a disciplin	e, both orally and in writing;	
	knowledge, and evaluate it under s	
	aluation of literature and existing rese	
	problems and issues in New Testa	
	I frameworks, with due consideration	
Module code: NTES875(16)	Semester 1	NQF-level: 9
	History in the New Testament; (2) The	e Johannine books
Module outcomes:		
Section 1: Johannine books		
At the end of this section of the mod		
	tic and specialised knowledge as	
	ar Canonics of the Gospel by John,	
	cate the significance of revelation hist	ory (in a theological sense) in these
books within the Canon as a		
	esise this knowledge, and evaluate	
	udy and evaluation of literature and ex	
	s mastered in previous modules effe	
	books; critically analyse and synthes	
	sed on their familiarity with current res	
	in a suitable IT format, all within an e	
	and profound knowledge as well as	
	ring and monitoring of revelation histo	
	ss independently, based on their fan of the process in a suitable IT format	
a pericope, all within an ethica		as part of the complete exegesis of
	ition History in the New Testament	
At the end of this section of the mod		
	he key themes of revelation history in	the New Testament independently
	able manner, and make it applicable	
ministry;		
	and specialised knowledge as well a	s coherent critical understanding of
	Testament as a discipline, both orally	
	esise this knowledge, and evaluate	
	udy and evaluation of literature and e	
	heir own insight in the key themes	
applicable for use in Biblical S		6
Module code: NTES876(32)	Year module	NQF-level: 9
Title: Perspectives on New Testam	ent	
Module outcomes:		
At the end of this module, students	should be able to:	
<ul> <li>display extensive, systematic</li> </ul>	and specialised knowledge as well a	is coherent critical understanding of
New Testament as a disciplin		Ū.
• analyse and synthesise this	knowledge, and evaluate it under s	supervision through well-developed
	aluation of literature and existing rese	
• solve complex and real-life	problems and issues in New Testa	ament as a discipline through the
evaluation of their own ethica	frameworks with due consideration	of other frameworks

Module code: NTES991(224)	Year module	NQF-level: 10
Title: New Testament: Thesis		
Module outcomes:		
Students should be able to:		
<ul> <li>display extensive, systematic</li> </ul>	c and specialised knowledge as	s well as coherent and critical
		hesise the information and evaluate
		dependent study and evaluation of
	, and present it in the form of a thes	
	problems which are prominent in New	
	ical frameworks, with due considerat	
Module code: NTES994(32)	Year module	NQF-level: 10
Title: Perspectives on New Testame Module outcomes:	11	
	have a label of the second	
At the end of this module, students s		
		as coherent critical understanding of
New Testament as a discipline		
		pendently through well-developed
	tudy and evaluation of literature and	
		w Testament as a discipline through
	ical frameworks, with due considerat	
Module code: OTES111(8)	Semester 1	NQF-level: 5
Title: Introduction to the Old Testam	ent 1: Origin and Structure	
Module outcomes:		
At the end of this module, students s	should be able to:	
<ul> <li>display basic knowledge and i</li> </ul>	ntelligent understanding of the histo	ory of Israel as described in the Old
Testament, important themes	and literary genres of the Old Tes	stament, and the present form and
structure of the Old Testament	as a collection of books;	
<ul> <li>display basic, synoptic know</li> </ul>	ledge as well as intelligent unde	rstanding of the cultural-historical
background of the Old Testam		5
		r own viewpoint on the importance,
	traditional passing on of the Canoni	
		e character of the Old Testament
books;	· procuppositione mail regard to ai	
	and information both orally and in v	writing, and collect, synthesise and
evaluate information about sel		3, , . , . ,
	Semester 2	NQF-level: 5
Title: Narrative text: The Early Proph		
Module outcomes:		
At the end of this module, students s	bould be able to:	
		nets, both as a collection and as
		evaluation of various viewpoints on
		evaluation of various viewpoints on
the origin, background and me		a booke with due consider-time of
		e books, with due consideration of
other viewpoints; and commun		ted biotoxical avitiant and a state
		ted historical-critical approaches to
the text; and conduct a critical		
		us pericopes by means of suitable
	narrative text and on Bible Study an	nd counselling, all within an ethically
acceptable framework;		
		for instance computer-assisted aids
and footnotes in recent Bible to		
	results of the scriptural interpretation	
<ul> <li>display basic knowledge and</li> </ul>	intelligent understanding of curre	nt research on the history of Old
Testament Theology;	- •	
0,,	damentals of biblical archaeology,	and explain their significance for a
study of the Old Testament;		,
	of claims about the merit of discov	eries, using an ethically acceptable
	according to prescribed IT formats.	
	and a procoribou in formato.	

Module code: OTES211(16)	Semester 1	NQF-level: 6
Title: Introduction to Interpretation o	f the Old Testament and the Pentate	euch
Module outcomes:		
Section 1 (8): Introduction to the	Interpretation of the Old Testame	nt
At the end of this section of the mod	dule, students should be able to:	
<ul> <li>display in-depth and extension</li> </ul>	sive understanding of valid exege	tic methodology, concentrating on
narrative and legal texts;		3,,
	principles of Reformed scriptural inte	erpretation (exegesis):
		ericopes from the Hebrew Bible and
		ministry of the Word, Bible study and
counselling, all within an ethic		ministry of the word, bible study and
		terpretation, for instance computer-
	lucal notes of the mediew bidle an	nd footnotes in contemporary Bible
translations;		
	result of the scriptural interpretation	in a suitable II format.
Section 2 (8): The Pentateuch		
At the end of this section of the mod		
		Pentateuch as a whole and of the
individual books comprising	this collection; and conduct indepe	endent critical evaluation of various
viewpoints and current resear	ch on the origin, background and me	essage of these books;
formulate their own viewpoint	on the origin and message of these	books, and communicate it in group
discussions;		5 1
<ul> <li>formulate and explain the print</li> </ul>	nciples for an ethical framework on t	the basis of the Old Testament, with
	of the ethical, civil and ceremonial I	
		f the political history, geography and
	entateuch, and their significance for	
	Semester 2	NQF-level: 6
Module code: OTES221(16)	Semester 2	NQF-level: 6
Title: Prophetic Literature		
Module outcomes:		
At the end of this module, students		
<ul> <li>display in-depth knowledge a</li> </ul>	nd extensive understanding of the s	steps and synthesis of a method for
the exegesis of a prophetic ter	xt from the Old Testament;	
<ul> <li>select the steps of this meth</li> </ul>	od effectively and apply them in pl	ractice; analyse and synthesise the
information obtained thus; an	nd communicate the result of the st	eps and of the critical analysis and
synthesis, individually and c	ollectively, in a suitable IT format	, all within an ethically acceptable
framework;		
<ul> <li>delineate familiar and unfamili</li> </ul>	iar prophetic texts from the Old Test	ament in the form of pericopes, and
subject them to exegesis acco	ording to acceptable exegetic method	ds.
Module code: OTES311(16)	Semester 1	NQF-level: 7
Title: Interpretation of the Writings (		
	Relubilitij	
Module outcomes:		
	e Writings: Poetic and Wisdom Li	terature
At the end of this section of the mod		
		nt and critical understanding of the
		m books from the Old Testament,
	y in Israel and the Ancient Near East	
<ul> <li>apply this knowledge and u</li> </ul>	nderstanding in the critical analysi	s and synthesis of the poetic and
wisdom books in the Old Te	estament; and present the result in	a suitable IT format, all within an
ethically acceptable framewor	κ;	
<ul> <li>delineate familiar and unfamiliar</li> </ul>	liar poetic and wisdom literature fro	m the Old Testament in the form of
	o exegesis according to acceptable	
	ritings: Chronicles, Ezra, Nehemia	
At the end of this section of the mod		
		nt and critical understanding of the
		Ruth, Esther and Daniel, the origin
		ography and apocalyptics, and the
		ography and apocalyptics, and the
history and literature of the int		and southers of Observices
		and synthesis of Chronicles, Ezra,
		stic History; and present the result in
	an ethically acceptable framework;	
		Testament in the form of pericopes,
and subject them to exegesis	according to acceptable exercitic me	ethods
	according to acceptable exception int	

Module code: OTES321(16)	Semester 2	NQF-level: 7
	mes; the Old Testament and Practical	
Module outcomes:	nes, the old restament and r lactical	Winistry
	undamental Reflection and Special	Themes
At the end of this section of the mo	odule, students should be able to:	
	matic knowledge of the various appr	
	of the Old Testament, the history of Ol	
nermeneutics of African The	ology; communicate the result in a pre presuppositions with regard to Old 1	escribed format;
<ul> <li>define and defend their own their view on the authority of</li> </ul>		restament as a discipline as well as
	wpoints on the relationship between the	ne Old and the New Testament in an
	r, and describe, explain and defend th	
Section 2: The Old Testament a		
At the end of this section of the mo	rive at their own synthesis, and preser	at the result in a prescribed formati
	Old Testament with a view to pre-	
accountable exegesis to a se		paing a seriion, proceeding nom
	t with a view to problem-solving in p	pastoral care, catechesis and Bible
study, all within an ethically a		
demonstrate the significance	e of the Old Testament for ethical issue	es in practice.
Module code: OTES322(8)	Semester 2	NQF-level: 7
Title: Introduction to Interpretation	of the Old Testament	
Module outcomes:		
After completion of this module, st		Nd Tostamont:
	methods for the interpretation of the C ebraic Old Testament by means of an	
<ul> <li>interpret a section of the fit</li> <li>interpret narrative text and</li> </ul>		accountable method,
1	of the geography of the Ancient Near	East, and indicate their significance
for a study of the Old Testa		
Module code: OTES612(8)	0	NOTION
Woulde code. 01ES012(6)	Semester 1	NQF-level: 8
Title: The Pentateuch	Semester 1	NQF-level: 8
Title: The Pentateuch Module outcomes:	-	NQF-level: 8
Title: The Pentateuch Module outcomes: At the end of this module, students	s should be able to:	•
Title: The Pentateuch Module outcomes: At the end of this module, students • display extensive and syste	s should be able to: ematic knowledge as well as coherei	nt and critical understanding of the
Title: The Pentateuch Module outcomes: At the end of this module, students • display extensive and syste Pentateuch as a whole a	s should be able to: ematic knowledge as well as cohere and of the individual books compr	nt and critical understanding of the ising this collection; and conduct
Title: The Pentateuch Module outcomes: At the end of this module, students • display extensive and syste Pentateuch as a whole a independent critical evaluati	s should be able to: ematic knowledge as well as cohere and of the individual books compr on of various viewpoints and current	nt and critical understanding of the ising this collection; and conduct
Title: The Pentateuch Module outcomes: At the end of this module, students • display extensive and syste Pentateuch as a whole a independent critical evaluati and message of these books	s should be able to: smatic knowledge as well as coherei and of the individual books compr on of various viewpoints and current s;	nt and critical understanding of the ising this collection; and conduct research on the origin, background
Title: The Pentateuch Module outcomes: At the end of this module, students • display extensive and syste Pentateuch as a whole a independent critical evaluati and message of these books	s should be able to: ematic knowledge as well as cohere and of the individual books compr on of various viewpoints and current	nt and critical understanding of the ising this collection; and conduct research on the origin, background
Title: The Pentateuch Module outcomes: At the end of this module, students display extensive and syste Pentateuch as a whole a independent critical evaluati and message of these books formulate their own viewpoir discussions; formulate and explain the pr	s should be able to: ematic knowledge as well as coheren and of the individual books compr on of various viewpoints and current s; at on the origin and message of these rinciples for an ethical framework on t	nt and critical understanding of the ising this collection; and conduct research on the origin, background books, and communicate it in group the basis of the Old Testament, with
Title: The Pentateuch         Module outcomes:         At the end of this module, students         • display extensive and syste         Pentateuch as a whole a independent critical evaluati and message of these books         • formulate their own viewpoir discussions;         • formulate and explain the prospecific reference to the place	s should be able to: ematic knowledge as well as cohere and of the individual books compr on of various viewpoints and current s; at on the origin and message of these inciples for an ethical framework on t be of the ethical, civil and ceremonial li	nt and critical understanding of the ising this collection; and conduct research on the origin, background books, and communicate it in group the basis of the Old Testament, with aws of the Pentateuch;
Title: The Pentateuch         Module outcomes:         At the end of this module, students         display extensive and syste         Pentateuch as a whole a independent critical evaluati and message of these books         formulate their own viewpoir discussions;         formulate and explain the pr specific reference to the plac         display in-depth knowledge	s should be able to: smatic knowledge as well as coheren and of the individual books compr on of various viewpoints and current s; at on the origin and message of these rinciples for an ethical framework on t ce of the ethical, civil and ceremonial l and understanding of the political h	nt and critical understanding of the ising this collection; and conduct research on the origin, background books, and communicate it in group the basis of the Old Testament, with aws of the Pentateuch; nistory, geography and life-world as
Title: The Pentateuch         Module outcomes:         At the end of this module, students         display extensive and syste         Pentateuch as a whole a independent critical evaluati and message of these books         formulate their own viewpoir discussions;         formulate and explain the pr specific reference to the plac         display in-depth knowledge reflected in the Pentateuch,	s should be able to: ematic knowledge as well as cohere and of the individual books compr on of various viewpoints and current s; at on the origin and message of these inciples for an ethical framework on t be of the ethical, civil and ceremonial li	nt and critical understanding of the ising this collection; and conduct research on the origin, background books, and communicate it in group the basis of the Old Testament, with aws of the Pentateuch; nistory, geography and life-world as
<ul> <li>Title: The Pentateuch</li> <li>Module outcomes:</li> <li>At the end of this module, students</li> <li>display extensive and syste</li> <li>Pentateuch as a whole and expendent critical evaluati and message of these books</li> <li>formulate their own viewpoir discussions;</li> <li>formulate and explain the prispecific reference to the plad</li> <li>display in-depth knowledge reflected in the Pentateuch, study of the Old Testament;</li> </ul>	s should be able to: matic knowledge as well as coheren and of the individual books compr on of various viewpoints and current s; it on the origin and message of these rinciples for an ethical framework on t ce of the ethical, civil and ceremonial la and understanding of the political h , and explain the significance of this	nt and critical understanding of the ising this collection; and conduct research on the origin, background books, and communicate it in group the basis of the Old Testament, with aws of the Pentateuch; istory, geography and life-world as cultural-historical background for a
<ul> <li>Title: The Pentateuch</li> <li>Module outcomes:</li> <li>At the end of this module, students</li> <li>display extensive and syste</li> <li>Pentateuch as a whole a independent critical evaluati and message of these books</li> <li>formulate their own viewpoir discussions;</li> <li>formulate and explain the pr specific reference to the plat</li> <li>display in-depth knowledge reflected in the Pentateuch, study of the Old Testament;</li> <li>display coherent and critica</li> </ul>	s should be able to: smatic knowledge as well as coheren and of the individual books compr on of various viewpoints and current s; at on the origin and message of these rinciples for an ethical framework on t ce of the ethical, civil and ceremonial l and understanding of the political h	nt and critical understanding of the ising this collection; and conduct research on the origin, background books, and communicate it in group the basis of the Old Testament, with aws of the Pentateuch; nistory, geography and life-world as cultural-historical background for a n on the history of Old Testament
<ul> <li>Title: The Pentateuch</li> <li>Module outcomes:</li> <li>At the end of this module, students</li> <li>display extensive and syste</li> <li>Pentateuch as a whole a independent critical evaluati and message of these books</li> <li>formulate their own viewpoir discussions;</li> <li>formulate and explain the pr specific reference to the plat</li> <li>display in-depth knowledge reflected in the Pentateuch, study of the Old Testament;</li> <li>display coherent and critica</li> </ul>	s should be able to: matic knowledge as well as cohere and of the individual books compr on of various viewpoints and current s; t on the origin and message of these inciples for an ethical framework on t ze of the ethical, civil and ceremonial l and understanding of the political h , and explain the significance of this al understanding of current research	nt and critical understanding of the ising this collection; and conduct research on the origin, background books, and communicate it in group the basis of the Old Testament, with aws of the Pentateuch; nistory, geography and life-world as cultural-historical background for a n on the history of Old Testament
<ul> <li>Title: The Pentateuch</li> <li>Module outcomes:</li> <li>At the end of this module, students</li> <li>display extensive and syste</li> <li>Pentateuch as a whole a independent critical evaluati and message of these books</li> <li>formulate their own viewpoir discussions;</li> <li>formulate and explain the pr specific reference to the plac</li> <li>display in-depth knowledge reflected in the Pentateuch, study of the Old Testament;</li> <li>display coherent and critic: Theology, especially on the old</li> </ul>	s should be able to: ematic knowledge as well as coheren and of the individual books compr on of various viewpoints and current s; at on the origin and message of these rinciples for an ethical framework on t ce of the ethical, civil and ceremonial la and understanding of the political h , and explain the significance of this al understanding of current research character, origin and history of the disc	nt and critical understanding of the ising this collection; and conduct research on the origin, background books, and communicate it in group the basis of the Old Testament, with aws of the Pentateuch; istory, geography and life-world as cultural-historical background for a n on the history of Old Testament cipline.
Title: The Pentateuch         Module outcomes:         At the end of this module, students         display extensive and syste         Pentateuch as a whole a independent critical evaluati and message of these books         formulate their own viewpoir discussions;         formulate and explain the pr specific reference to the plac         display in-depth knowledge reflected in the Pentateuch, study of the Old Testament;         display coherent and critica Theology, especially on the other theology.         Module code: OTES621(8)         Title: Narrative Text: the Early Pro         Module outcomes:	s should be able to: matic knowledge as well as coheren and of the individual books compr on of various viewpoints and current s; at on the origin and message of these inciples for an ethical framework on t ce of the ethical, civil and ceremonial li and understanding of the political h , and explain the significance of this al understanding of current research character, origin and history of the disc Semester 2 phets	nt and critical understanding of the ising this collection; and conduct research on the origin, background books, and communicate it in group the basis of the Old Testament, with aws of the Pentateuch; istory, geography and life-world as cultural-historical background for a n on the history of Old Testament cipline.
Title: The Pentateuch         Module outcomes:         At the end of this module, students:         display extensive and syste         Pentateuch as a whole a independent critical evaluati and message of these books         formulate their own viewpoir discussions;         formulate and explain the pr specific reference to the plac         display in-depth knowledge reflected in the Pentateuch, study of the Old Testament;         display coherent and critica Theology, especially on the         Module code: OTES621(8)         Title: Narrative Text: the Early Pro         Module outcomes:         At the end of this module, students	s should be able to: matic knowledge as well as coheren and of the individual books compr on of various viewpoints and current s; at on the origin and message of these rinciples for an ethical framework on t ce of the ethical, civil and ceremonial li- and understanding of the political h , and explain the significance of this al understanding of current research character, origin and history of the dis- <b>Semester 2</b> phets s should be able to:	nt and critical understanding of the ising this collection; and conduct research on the origin, background books, and communicate it in group the basis of the Old Testament, with aws of the Pentateuch; istory, geography and life-world as cultural-historical background for a n on the history of Old Testament cipline. NQF-level: 8
Title: The Pentateuch         Module outcomes:         At the end of this module, students         • display extensive and syste         Pentateuch as a whole a         independent critical evaluati         and message of these books         • formulate their own viewpoir         discussions;         • formulate and explain the pr         specific reference to the plac         • display in-depth knowledge         reflected in the Pentateuch,         study of the Old Testament;         display coherent and critica         Theology, especially on the old         Module code: OTES621(8)         Title: Narrative Text: the Early Pro         Module outcomes:         At the end of this module, students         • display profound knowledge	s should be able to: matic knowledge as well as coheren and of the individual books compr on of various viewpoints and current s; at on the origin and message of these rinciples for an ethical framework on t ce of the ethical, civil and ceremonial is and understanding of the political h , and explain the significance of this al understanding of current research character, origin and history of the disc <b>Semester 2</b> phets s should be able to: e and coherent understanding of sele	nt and critical understanding of the ising this collection; and conduct research on the origin, background books, and communicate it in group the basis of the Old Testament, with aws of the Pentateuch; istory, geography and life-world as cultural-historical background for a n on the history of Old Testament cipline. NQF-level: 8
<ul> <li>Title: The Pentateuch</li> <li>Module outcomes:</li> <li>At the end of this module, students</li> <li>display extensive and syste</li> <li>Pentateuch as a whole a independent critical evaluati and message of these books</li> <li>formulate their own viewpoir discussions;</li> <li>formulate and explain the pr specific reference to the place</li> <li>display in-depth knowledge reflected in the Pentateuch, study of the Old Testament;</li> <li>display coherent and critica Theology, especially on the old Testament;</li> <li>Title: Narrative Text: the Early Pro Module outcomes:</li> <li>At the end of this module, students</li> <li>display profound knowledge oriented approaches, and compared to the old complete the students</li> </ul>	s should be able to: ematic knowledge as well as coherent and of the individual books compr on of various viewpoints and current s; at on the origin and message of these inciples for an ethical framework on t ce of the ethical, civil and ceremonial la and understanding of the political h , and explain the significance of this al understanding of current research character, origin and history of the disc Semester 2 phets s should be able to: e and coherent understanding of sele onduct a critical debate on these appro-	nt and critical understanding of the ising this collection; and conduct research on the origin, background books, and communicate it in group the basis of the Old Testament, with aws of the Pentateuch; istory, geography and life-world as cultural-historical background for a n on the history of Old Testament cipline. NQF-level: 8
<ul> <li>Title: The Pentateuch</li> <li>Module outcomes:</li> <li>At the end of this module, students</li> <li>display extensive and syste</li> <li>Pentateuch as a whole a independent critical evaluati and message of these books</li> <li>formulate their own viewpoir discussions;</li> <li>formulate and explain the pr specific reference to the plat</li> <li>display in-depth knowledge reflected in the Pentateuch, study of the Old Testament;</li> <li>display coherent and critica Theology, especially on the old <b>Module code: OTES621(8)</b></li> <li>Title: Narrative Text: the Early Pro Module outcomes:</li> <li>At the end of this module, students</li> <li>display profound knowledge oriented approaches, and co</li> <li>display coherent and critica</li> </ul>	s should be able to: ematic knowledge as well as coherent and of the individual books compron on of various viewpoints and current s; at on the origin and message of these inciples for an ethical framework on t e of the ethical, civil and ceremonial li and understanding of the political h , and explain the significance of this al understanding of current research character, origin and history of the disc Semester 2 phets s should be able to: e and coherent understanding of sele onduct a critical debate on these appro I understanding of the Early Prophet	nt and critical understanding of the ising this collection; and conduct research on the origin, background books, and communicate it in group the basis of the Old Testament, with aws of the Pentateuch; nistory, geography and life-world as cultural-historical background for a n on the history of Old Testament cipline. NQF-level: 8 ected historical-critical and textually baches; is, both as a whole and individually
Title: The Pentateuch         Module outcomes:         At the end of this module, students:         display extensive and syste         Pentateuch as a whole a independent critical evaluati and message of these books         formulate their own viewpoir discussions;         formulate and explain the pr specific reference to the plac         display in-depth knowledge reflected in the Pentateuch, study of the Old Testament;         display coherent and critica Theology, especially on the old Module outcomes:         At the end of this module, students:         display profound knowledge oriented approaches, and critica within this collection; conduction	s should be able to: matic knowledge as well as coheren and of the individual books compr on of various viewpoints and current s; at on the origin and message of these inciples for an ethical framework on t and understanding of the political h and explain the significance of this al understanding of current research character, origin and history of the disc should be able to: e and coherent understanding of sele onduct a critical debate on these appro- l understanding of the Early Prophet t independent critical evaluation of va	nt and critical understanding of the ising this collection; and conduct research on the origin, background books, and communicate it in group the basis of the Old Testament, with aws of the Pentateuch; nistory, geography and life-world as cultural-historical background for a n on the history of Old Testament cipline. NQF-level: 8 ected historical-critical and textually backes; is, both as a whole and individually
<ul> <li>Title: The Pentateuch</li> <li>Module outcomes:</li> <li>At the end of this module, students</li> <li>display extensive and syste</li> <li>Pentateuch as a whole a independent critical evaluati and message of these books</li> <li>formulate their own viewpoir discussions;</li> <li>formulate and explain the pr specific reference to the plat</li> <li>display in-depth knowledge reflected in the Pentateuch, study of the Old Testament;</li> <li>display coherent and critica Theology, especially on the of Module outcomes:</li> <li>At the end of this module, students</li> <li>display profound knowledge oriented approaches, and could apply coherent and critica within this collection; conduc on the origin, background an</li> </ul>	s should be able to: matic knowledge as well as coheren and of the individual books compr on of various viewpoints and current s; at on the origin and message of these inciples for an ethical framework on t ce of the ethical, civil and ceremonial li and understanding of the political h , and explain the significance of this al understanding of current research character, origin and history of the disc should be able to: e and coherent understanding of seld onduct a critical debate on these approc I understanding of the Early Prophet t independent critical evaluation of va and message of these books;	nt and critical understanding of the ising this collection; and conduct research on the origin, background books, and communicate it in group the basis of the Old Testament, with aws of the Pentateuch; history, geography and life-world as cultural-historical background for a n on the history of Old Testament cipline. NQF-level: 8
Title: The Pentateuch         Module outcomes:         At the end of this module, students         display extensive and syste         Pentateuch as a whole a independent critical evaluati and message of these books         formulate their own viewpoir discussions;         formulate and explain the pr specific reference to the plac         display in-depth knowledge reflected in the Pentateuch, study of the Old Testament;         display coherent and critica Theology, especially on the display coherent and critica Theology, especially on the display profound knowledge oriented approaches, and cc         display profound knowledge oriented approaches, and cc         display coherent and critica display coherent and critica display coherent and critica the end of this module, students         display profound knowledge oriented approaches, and cc         display coherent and critica display coherent and critica display coherent and critica display coherent and critica within this collection; conduc on the origin, background ar	s should be able to: matic knowledge as well as coheren and of the individual books compr on of various viewpoints and current s; at on the origin and message of these inciples for an ethical framework on t ce of the ethical, civil and ceremonial li- and understanding of the political h , and explain the significance of this al understanding of current research character, origin and history of the dis- <b>Semester 2</b> phets s should be able to: the and coherent understanding of sele- onduct a critical debate on these approc l understanding of the Early Prophet t independent critical evaluation of va- id message of these books; nt on the origin and message of the	nt and critical understanding of the ising this collection; and conduct research on the origin, background books, and communicate it in group the basis of the Old Testament, with aws of the Pentateuch; history, geography and life-world as cultural-historical background for a n on the history of Old Testament cipline. NQF-level: 8
<ul> <li>Title: The Pentateuch</li> <li>Module outcomes:</li> <li>At the end of this module, students</li> <li>display extensive and syste</li> <li>Pentateuch as a whole a independent critical evaluati and message of these books</li> <li>formulate their own viewpoir discussions;</li> <li>formulate and explain the pr specific reference to the place</li> <li>display in-depth knowledge reflected in the Pentateuch, study of the Old Testament;</li> <li>display coherent and critica Theology, especially on the of this module, students</li> <li>display coherent and critica Theology reflected approaches, and cc</li> <li>display profound knowledge oriented approaches, and cc</li> <li>display coherent and critica within this collection; conduc on the origin, background ar</li> <li>formulate their own viewpoints; and defendence</li> </ul>	s should be able to: matic knowledge as well as coheren and of the individual books compr on of various viewpoints and current s; at on the origin and message of these inciples for an ethical framework on t ce of the ethical, civil and ceremonial li and understanding of the political h , and explain the significance of this al understanding of current research character, origin and history of the disc should be able to: e and coherent understanding of seld onduct a critical debate on these approc I understanding of the Early Prophet t independent critical evaluation of va and message of these books;	nt and critical understanding of the ising this collection; and conduct research on the origin, background books, and communicate it in group the basis of the Old Testament, with aws of the Pentateuch; history, geography and life-world as cultural-historical background for a n on the history of Old Testament cipline. NQF-level: 8 ected historical-critical and textually baches; is, both as a whole and individually rious viewpoints on current research use books with due consideration of
<ul> <li>Title: The Pentateuch</li> <li>Module outcomes:</li> <li>At the end of this module, students</li> <li>display extensive and syste</li> <li>Pentateuch as a whole a independent critical evaluati and message of these books</li> <li>formulate their own viewpoir discussions;</li> <li>formulate and explain the pr specific reference to the plac</li> <li>display in-depth knowledge reflected in the Pentateuch, study of the Old Testament;</li> <li>display coherent and critica Theology, especially on the of Module outcomes:</li> <li>At the end of this module, students</li> <li>display profound knowledge oriented approaches, and critica within this collection; conduc on the origin, background ar</li> <li>formulate their own viewpoir other viewpoints; and defend</li> <li>conduct independent scriptic concentrating on narratives are</li> </ul>	s should be able to: ematic knowledge as well as coherent and of the individual books compron on of various viewpoints and current s; at on the origin and message of these inciples for an ethical framework on t ce of the ethical, civil and ceremonial la and understanding of the political h , and explain the significance of this al understanding of current research character, origin and history of the disc s should be able to: e and coherent understanding of self phets s should be able to: e and coherent understanding of self onduct a critical debate on these appro I understanding of the Early Prophet t independent critical evaluation of va ad message of these books; nt on the origin and message of the d their view in group discussions;	nt and critical understanding of the ising this collection; and conduct research on the origin, background books, and communicate it in group the basis of the Old Testament, with aws of the Pentateuch; nistory, geography and life-world as cultural-historical background for a n on the history of Old Testament cipline. <b>NQF-level: 8</b> ected historical-critical and textually baches; is, both as a whole and individually rious viewpoints on current research use books with due consideration of pus pericopes in the Hebrew Bible, ormational basis;

• use various aids in the process of scriptural interpretation effectively, for instance computer-assisted

aids and textual critical comments in the Hebrew Bible;

- present and communicate the results of the scriptural interpretation in a suitable IT format;
- 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;
- 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;
- independently collect information on the fundamentals of biblical archaeology, and explain their significance for a study of the Old Testament;
- 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.

Module code: OTES674(20)	Year module	NQF-level: 8
,	the Old Testament with Special	Attention to the Revelation History
(Theology) of the Old Testament		
Module outcomes: Section 1 (7): Old Testament Exe		
At the end of this section of the mod		
		s coherent and critical understanding
	of Old Testament and exegetic pro	
utilising current research in t ethically acceptable framewor	the discipline, and communicate it rk;	pericopes from the Old Testament, in a suitable IT format, all within an
0 1	d formulate suggestions for a solution	on.
Section 2 (7): Old Testament Intro At the end of this section of the mod		
		s coherent and critical understanding
		groups of books as well as individual
apply it to new knowledge knowledge they have obtaine discipline; and communicate	; independently identify, evaluate ed; evaluate the data independently	Ige of dealing with topical issues and , analyse and synthesise the new according to current research in the o the context, all within an ethically
acceptable framework;	the Old Testament and formulate s	suggestions for a solution
Section 3 (6): Old Testament The		suggestions for a solution.
At the end of this section of the mod		
		s coherent and critical understanding
		nt, and evaluate various approaches
within an ethically acceptable		
<ul> <li>communicate the result in a s</li> <li>Module code: OTES811(16)</li> </ul>	Semester 1	NQF-level: 9
		NGF-level: 9
Title: Interpretation of Prophetic Lite Module outcomes:	Jaluie	
At the end of this module, students	should be able to:	
		as well as coherent and critical
		d social integration in Old Israel, and
present the result in various s		-
		ion of the prophetic literature, literary
		to the Revelation History of the Old
	ally acceptable framework; solve co	
Module code: OTES821(8)	Semester 2	NQF-level: 9
· · · · ·	Chronicles, Ezra, Nehemiah, Ruth,	Esther and Daniel
Module outcomes: At the end of this module students s	should be able to:	
		as well as coherent and critical
		and the theme of the relationship
	eing in Revelation History; and pres	
, , , , , , , , , , , , , , , , , , ,	•	n of literature in the intertestamental
	t Post modernistic Hermeneutics,	all within an ethically acceptable
framework.		

Module code: OTES872(96)	Year module	NQF-level: 9
Title: Old Testament Dissertation		
Module outcomes:		
Students should be able to:		
	tic and specialised knowledge as	
	ent as a discipline; analyse and synth	
	s of well-developed collection skills, st	
	t it in the form of a research report (d roblems in Old Testament as a disci	
	due consideration of other framework	
Module code: OTES873(48)	Year module	NQF-level: 9
Title: Old Testament Mini Dissertati		
Module outcomes:	•	
Students should be able to:		
	tic and specialised knowledge as	
	ent as a discipline; analyse and synth	
	s of well-developed collection skills, si t it in the form of a research report (m	
	roblems in Old Testament as a discip	
	due consideration of other framework	
Module code: OTES874(16)	Year module	NQF-level: 9
Title: Perspectives on Old Testame		
Module outcomes:		
At the end of this module, students	should be able to:	
<ul> <li>display extensive, systematic</li> </ul>	and specialised knowledge as well a	as coherent critical understanding of
Old Testament as a discipline		
	sise this knowledge, and evaluate	
	udy and evaluation of literature and ex	
	problems and issues in Old Testa I frameworks, with due consideration	
Module code: OTES875(16)	Semester 1	NQF-level: 9
	s: Poetic and Wisdom Literature: Fu	
Themes	s. I belie and Wisdom Ellerature. I t	indamental Reflection and Opecial
Module outcomes:		
At the end of this module, students	should be able to:	
	tic and specialised knowledge as	
	gs, poetry and wisdom in the Old Tes	
	nt the result in various suitable format	
	synthesis and independent evaluation and the New Testament, the authority	
	and the New Testament, the authorite thically acceptable framework; solve	
Module code: OTES876(32)	Year module	NQF-level: 9
Title: Perspectives on Old Testame		
Module outcomes:	int	
At the end of this module, students	should be able to:	
	and specialised knowledge as well a	as coherent critical understanding of
Old Testament as a discipline	, both orally and in writing;	Ū.
	sise this knowledge, and evaluate	
	udy and evaluation of literature and ex	
	problems and issues in Old Testa	
	I frameworks, with due consideration	
Module code: OTES991(224)	Year module	NQF-level: 10
Title: Old Testament Thesis Module outcomes:		
Students should be able to:		
	tic and specialised knowledge as	s well as coherent and critical
	ent as a discipline; analyse and synth	
	f well-developed collection skills, ind	
	h, and present it in the form of a thes	
	problems which are prominent in Old	
the evaluation of their own et	nical frameworks, with due considerat	ion of other frameworks.

Module code: OTES994(32)	Year module	NQF-level: 10
Title: Perspectives on Old Testame	nt	
Module outcomes:		
At the end of this module, students	should be able to:	
	and specialised knowledge as well a	s coherent critical understanding of
Old Testament as a discipline		
	s knowledge, and evaluate it inde	
	study and evaluation of literature and	
	problems which are prominent in Old nical frameworks, with due considerat	
Module code: PAST121(8)	Semester 2	NQF-level: 5
	Semester 2	NGF-level. 5
Title: Biblical Counselling		
Module outcomes: At the end of this module, students	should be able to:	
	about the origin and development	
	een a biblical-pastoral and a psycholo ntation of Pastorate, the vertical and	
encounter, and the principles of		nonzontal dimensions in a pastoral
, i i	and apply the theory, principles and i	methods that have to be learned in
	e the result, both orally and in writing	
opportunities and in basic rese		ng, at a basic level during contact
	l unfamiliar pastoral problems in a fa	miliar contact by magna of written
exercises and role-playing.	i uniaminar pastorar problems in a la	anniar context by means or written
Module code: PAST211(8)	Semester 1	NQF-level: 6
Title: Development of Pastoral Skill		1441-16761.0
Module outcomes:	5	
At the end of this module, students	should be able to:	
	and extensive understanding of the va	arious theories on pastoral skills:
	o identify the pastoral principles unde	
and apply the skills effective		
<ul> <li>demonstrate orally and in v</li> </ul>	vriting as well as in computer forma	t what the pastoral skills are, and
communicate them with con-	sideration of their own and other critic	al ethical frameworks.
Module code: PAST221(16)	Semester 2	NQF-level: 6
Title: Pastoral Care of Marriage and	the Family	
Module outcomes:		
At the end of this module, students		
	and extensive understanding of the	various theories on marriage and
family pastorate;		
	s to identify the pastoral principles	s underlying marriage and family
counselling so as to select s		allian aantavti
	r and unfamiliar problems in an unfam riting as well as computer format wha	
	nicate this with consideration of th	
frameworks.	ficate this with consideration of th	
Module code: PAST311(16)	Semester 1	NQF-level: 7
Title: Pastoral Cases in Counselling		
Module outcomes:	9	
At the end of this module, students	should be able to:	
	matic knowledge of the principles of	Pastoral Counselling, with specific
reference to prayer, forgiven	ess, marriage counselling, illness cou	inselling and death counselling;
<ul> <li>critically analyse and synthematically</li> </ul>	esise this knowledge in any given co	ontext, and communicate the result
	able format within an accepted ethical	
	concrete or abstract problem within a	
Module code: PAST321(16)	Semester 2	NQF-level: 7
Title: Pastoral Treatment of Stress,	Trauma and Inner Healing	
Module outcomes:		
At the end of this module, students		
	natic knowledge as well as coherent a	and critical understanding of stress,
trauma and inner healing;		
<ul> <li>effectively select and apply r</li> </ul>	new knowledge on stress, trauma and	I inner healing;

	arch skills, critical analysis and synth	esis of quantitative and qualitative	
data;	and abstract problems in an undefine		
	and abstract problems in an undefine riting as well as in computer format wh		
	is, with consideration of the student's		
frameworks.	s, with consideration of the statement	own and other onton and others.	
Module code: PAST322(24)	Semester 2	NQF-level: 7	
	ounsellor: Spirituality, Mentorship and		
Module outcomes:	,		
At the end of this module, students	should be able to:		
	ematic knowledge as well as cohe	rent and critical understanding of	
spirituality, mentorship and s		-	
<ul> <li>effectively select and apply r</li> </ul>	new knowledge on spirituality, mentor	ship and supervision;	
<ul> <li>utilise well-developed researcher</li> </ul>	arch skills, critical analysis and synth	esis of quantitative and qualitative	
data;			
	<ul> <li>examine unfamiliar concrete and abstract problems in an undefined context;</li> </ul>		
• 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.			
Module code: PAST621(8)	Semester 2	NQF-level: 8	
Title: Home Visitation and Counsell	ing		
Module outcomes:	should be able to:		
At the end of this module, students	c and profound knowledge of home vi	site and councelling:	
	understanding of home visits and cou		
	thesis and independent evaluation in	0,	
	ection skills, identification, critical		
	liarity with current research in the disc		
	fined problems which are prominent in		
	ework with consideration of others;	, ino disciplino,	
	al-life problems and issues relating to	home visits and counselling:	
<ul> <li>present the result in the form</li> </ul>	n of a <i>colloquium</i> .		
Module code: PAST671(16)		NQF-level: 8	
	n of a <i>colloquium</i> . Year module		
Module code: PAST671(16)	n of a <i>colloquium</i> . Year module		
Module code: PAST671(16) Title: General and Specific Counsel	n of a <i>colloquium.</i> Year module Iling		
Module code: PAST671(16) Title: General and Specific Counsel Module outcomes: At the end of this module, students	n of a <i>colloquium.</i> Year module Iling	NQF-level: 8	
Module code: PAST671(16)           Title: General and Specific Counsel           Module outcomes:           At the end of this module, students           • display extensive, systemation           • display coherent and critical	n of a colloquium. Year module Iling should be able to: c and profound knowledge of general understanding of general and specific	NQF-level: 8 and specific counselling;	
Module code: PAST671(16)           Title: General and Specific Counsel           Module outcomes:           At the end of this module, students           display extensive, systematia           display coherent and critical           conduct critical analysis, sym	n of a colloquium. Year module Illing should be able to: c and profound knowledge of general understanding of general and specific hthesis and independent evaluation of	NQF-level: 8 and specific counselling; counselling; general and specific counselling;	
Module code: PAST671(16)           Title: General and Specific Counsel           Module outcomes:           At the end of this module, students           display extensive, systematii           display coherent and critical           conduct critical analysis, syn           demonstrate effective colloperation	n of a colloquium. Year module Iling should be able to: c and profound knowledge of general understanding of general and specific thesis and independent evaluation of ection skills, identification, critical	NQF-level: 8 and specific counselling; c counselling; general and specific counselling; analysis, synthesis, independent	
Module code: PAST671(16)           Title: General and Specific Counsel           Module outcomes:           At the end of this module, students           display extensive, systematii           display coherent and critical           conduct critical analysis, syn           demonstrate effective colle           evaluation of data, and famil	n of a colloquium. Year module Iling should be able to: c and profound knowledge of general understanding of general and specific thesis and independent evaluation of ection skills, identification, critical liarity with current research in the disc	NQF-level: 8 and specific counselling; c counselling; general and specific counselling; analysis, synthesis, independent ipline;	
Module code: PAST671(16)           Title: General and Specific Counsel           Module outcomes:           At the end of this module, students           display extensive, systematii           display coherent and critical           conduct critical analysis, syn           demonstrate effective coll           evaluation of data, and famil           examine complex and undef	n of a colloquium. Year module Iling should be able to: c and profound knowledge of general understanding of general and specific thesis and independent evaluation of ection skills, identification, critical liarity with current research in the disc fined problems which are prominent in	NQF-level: 8 and specific counselling; c counselling; general and specific counselling; analysis, synthesis, independent ipline;	
Module code: PAST671(16)           Title: General and Specific Counsel           Module outcomes:           At the end of this module, students           display extensive, systemati           display coherent and critical           conduct critical analysis, syn           demonstrate effective colle           evaluation of data, and famil           examine complex and undef           utilise their own critical frame	n of a colloquium. Year module Iling should be able to: c and profound knowledge of general understanding of general and specific thesis and independent evaluation of ection skills, identification, critical liarity with current research in the disc fined problems which are prominent in ework with consideration of others;	NQF-level: 8 and specific counselling; counselling; general and specific counselling; analysis, synthesis, independent ipline; the discipline;	
Module code: PAST671(16) Title: General and Specific Counsel Module outcomes: At the end of this module, students display extensive, systematii display coherent and critical conduct critical analysis, syn demonstrate effective coll evaluation of data, and famil examine complex and undef utilise their own critical frame deal with complex and/or rea	n of a colloquium. Year module Illing should be able to: c and profound knowledge of general understanding of general and specific thesis and independent evaluation of ection skills, identification, critical liarity with current research in the disc fined problems which are prominent in ework with consideration of others; al-life problems and issues relating to	NQF-level: 8 and specific counselling; counselling; general and specific counselling; analysis, synthesis, independent ipline; the discipline;	
Module code: PAST671(16) Title: General and Specific Counsel Module outcomes: At the end of this module, students display extensive, systematii display coherent and critical conduct critical analysis, syn demonstrate effective colle evaluation of data, and famil examine complex and undef utilise their own critical frame deal with complex and/or rea present the result orally and	n of a colloquium. Year module Illing should be able to: c and profound knowledge of general understanding of general and specific hthesis and independent evaluation of ection skills, identification, critical liarity with current research in the disc fined problems which are prominent in ework with consideration of others; al-life problems and issues relating to in writing in computer format.	NQF-level: 8 and specific counselling; counselling; general and specific counselling; analysis, synthesis, independent ipline; the discipline; general and specific counselling;	
Module code: PAST671(16) Title: General and Specific Counsel Module outcomes: At the end of this module, students • display extensive, systematii • display coherent and critical • conduct critical analysis, syn • demonstrate effective colle • evaluation of data, and famil • examine complex and undef • utilise their own critical frame • deal with complex and/or rea • present the result orally and Module code: PAST822(8)	n of a colloquium. Year module Illing should be able to: c and profound knowledge of general understanding of general and specific thesis and independent evaluation of ection skills, identification, critical liarity with current research in the disc fined problems which are prominent in ework with consideration of others; al-life problems and issues relating to	NQF-level: 8 and specific counselling; counselling; general and specific counselling; analysis, synthesis, independent ipline; the discipline;	
Module code: PAST671(16) Title: General and Specific Counsel Module outcomes: At the end of this module, students display extensive, systematii display coherent and critical conduct critical analysis, syn demonstrate effective colle evaluation of data, and famil examine complex and undef utilise their own critical frame deal with complex and/or rea present the result orally and Module code: PAST822(8) Title: Applied Pastoral Studies	n of a colloquium. Year module Illing should be able to: c and profound knowledge of general understanding of general and specific thesis and independent evaluation of ection skills, identification, critical liarity with current research in the disc fined problems which are prominent in ework with consideration of others; al-life problems and issues relating to in writing in computer format.	NQF-level: 8 and specific counselling; counselling; general and specific counselling; analysis, synthesis, independent ipline; the discipline; general and specific counselling;	
Module code: PAST671(16) Title: General and Specific Counsel Module outcomes: At the end of this module, students display extensive, systematii display coherent and critical conduct critical analysis, syn demonstrate effective colle evaluation of data, and famil examine complex and undef utilise their own critical frame deal with complex and/or rea present the result orally and Module code: PAST822(8) Title: Applied Pastoral Studies Module outcomes:	n of a colloquium. Year module Iling should be able to: c and profound knowledge of general understanding of general and specific thesis and independent evaluation of ection skills, identification, critical liarity with current research in the disc fined problems which are prominent in ework with consideration of others; al-life problems and issues relating to in writing in computer format. Semester 2	NQF-level: 8 and specific counselling; counselling; general and specific counselling; analysis, synthesis, independent ipline; the discipline; general and specific counselling;	
Module code: PAST671(16) Title: General and Specific Counsel Module outcomes: At the end of this module, students display extensive, systematii display coherent and critical conduct critical analysis, syn demonstrate effective coll evaluation of data, and famil examine complex and undef utilise their own critical frame deal with complex and/or rea present the result orally and Module code: PAST822(8) Title: Applied Pastoral Studies Module outcomes: After completion of this module, stu	n of a colloquium. Year module lling should be able to: c and profound knowledge of general understanding of general and specific thesis and independent evaluation of ection skills, identification, critical liarity with current research in the disc fined problems which are prominent in ework with consideration of others; al-life problems and issues relating to in writing in computer format. Semester 2 udents should be able to:	NQF-level: 8 and specific counselling; c counselling; general and specific counselling; analysis, synthesis, independent ipline; the discipline; general and specific counselling; NQF-level: 9	
Module code: PAST671(16) Title: General and Specific Counsel Module outcomes: At the end of this module, students display extensive, systematii display coherent and critical conduct critical analysis, syn demonstrate effective coll evaluation of data, and famil examine complex and undef utilise their own critical frame deal with complex and/or rea present the result orally and Module code: PAST822(8) Title: Applied Pastoral Studies Module outcomes: After completion of this module, stu	n of a colloquium. Year module Iling should be able to: c and profound knowledge of general understanding of general and specific thesis and independent evaluation of ection skills, identification, critical liarity with current research in the disc fined problems which are prominent in ework with consideration of others; al-life problems and issues relating to in writing in computer format. Semester 2 udents should be able to: atic and specialised knowledge of	NQF-level: 8 and specific counselling; c counselling; general and specific counselling; analysis, synthesis, independent ipline; the discipline; general and specific counselling; NQF-level: 9	
Module code: PAST671(16) Title: General and Specific Counsel Module outcomes: At the end of this module, students display extensive, systematii display coherent and critical conduct critical analysis, syn demonstrate effective colle evaluation of data, and famil examine complex and undef utilise their own critical frame deal with complex and/or rea present the result orally and Module code: PAST822(8) Title: Applied Pastoral Studies Module outcomes: After completion of this module, stu display extensive, system methodology of pastoral prame	n of a colloquium. Year module Illing should be able to: c and profound knowledge of general understanding of general and specific thesis and independent evaluation of ection skills, identification, critical liarity with current research in the disc fined problems which are prominent in ework with consideration of others; al-life problems and issues relating to in writing in computer format. Semester 2 dents should be able to: atic and specialised knowledge of ctice;	NQF-level: 8         and specific counselling;         counselling;         general and specific counselling;         analysis, synthesis, independent         ipline;         the discipline;         general and specific counselling;         MQF-level: 9         of the theoretical principles and	
Module code: PAST671(16) Title: General and Specific Counsel Module outcomes: At the end of this module, students display extensive, systematii display coherent and critical conduct critical analysis, syn demonstrate effective colle evaluation of data, and famil examine complex and undef utilise their own critical frame deal with complex and/or rea present the result orally and Module code: PAST822(8) Title: Applied Pastoral Studies Module outcomes: After completion of this module, stu display extensive, system methodology of pastoral prav communicate coherent and of	n of a colloquium. Year module Illing should be able to: c and profound knowledge of general understanding of general and specific inthesis and independent evaluation of ection skills, identification, critical liarity with current research in the disc fined problems which are prominent in ework with consideration of others; al-life problems and issues relating to in writing in computer format. Semester 2 udents should be able to: atic and specialised knowledge of ctice; critical understanding of congregation	NQF-level: 8         and specific counselling;         counselling;         general and specific counselling;         analysis, synthesis, independent         ipline;         the discipline;         general and specific counselling;         MQF-level: 9         of the theoretical principles and         -building situations;	
Module code: PAST671(16) Title: General and Specific Counsel Module outcomes: At the end of this module, students display extensive, systemati display coherent and critical conduct critical analysis, syn demonstrate effective coll evaluation of data, and famil examine complex and undef utilise their own critical frame deal with complex and/or rea present the result orally and Module code: PAST822(8) Title: Applied Pastoral Studies Module outcomes: After completion of this module, stu display extensive, system methodology of pastoral prae communicate coherent and of display well-developed colled	n of a colloquium. Year module Iling should be able to: c and profound knowledge of general understanding of general and specific thesis and independent evaluation of ection skills, identification, critical liarity with current research in the disc fined problems which are prominent in ework with consideration of others; al-life problems and issues relating to in writing in computer format. Semester 2 idents should be able to: atic and specialised knowledge of critical understanding of congregation ection skills, identification, critical an	NQF-level: 8         and specific counselling;         counselling;         general and specific counselling;         analysis, synthesis, independent         ipline;         the discipline;         general and specific counselling;         MQF-level: 9         of the theoretical principles and         -building situations;         nalysis, synthesis and independent	
Module code: PAST671(16) Title: General and Specific Counsel Module outcomes: At the end of this module, students display extensive, systemati display coherent and critical conduct critical analysis, syn demonstrate effective colle evaluation of data, and famil examine complex and undef utilise their own critical frame deal with complex and/or rea present the result orally and Module code: PAST822(8) Title: Applied Pastoral Studies Module outcomes: After completion of this module, stu display extensive, system methodology of pastoral pra communicate coherent and of display well-developed colle evaluation of research met	n of a colloquium. Year module Illing should be able to: c and profound knowledge of general understanding of general and specific inthesis and independent evaluation of ection skills, identification, critical liarity with current research in the disc fined problems which are prominent in ework with consideration of others; al-life problems and issues relating to in writing in computer format. Semester 2 udents should be able to: atic and specialised knowledge of ctice; critical understanding of congregation	NQF-level: 8         and specific counselling;         counselling;         general and specific counselling;         analysis, synthesis, independent         ipline;         the discipline;         general and specific counselling;         of the theoretical principles and         -building situations;         ialysis, synthesis and independent	

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.

<ul> <li>Title: Pastoral Studies: Dissertation</li> <li>Module outcomes:</li> <li>Students should be able to: <ul> <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 and research in Pastorate;</li> <li>demonstrate well-developed collection skills, identification, critical analysis 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> </ul> </li> </ul>	, ,
<ul> <li>Students should be able to:</li> <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 and research in Pastorate;</li> <li>demonstrate well-developed collection skills, identification, critical analysis 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> </ul>	, ,
<ul> <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 and research in Pastorate;</li> <li>demonstrate well-developed collection skills, identification, critical analysis 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> </ul>	, ,
<ul> <li>display coherent and critical understanding of Pastorate;</li> <li>conduct critical analysis, synthesis and independent evaluation of relevant literature and research in Pastorate;</li> <li>demonstrate well-developed collection skills, identification, critical analysis 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> </ul>	, ,
<ul> <li>display coherent and critical understanding of Pastorate;</li> <li>conduct critical analysis, synthesis and independent evaluation of relevant literature and research in Pastorate;</li> <li>demonstrate well-developed collection skills, identification, critical analysis 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> </ul>	, ,
<ul> <li>and research in Pastorate;</li> <li>demonstrate well-developed collection skills, identification, critical analysis 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> </ul>	, ,
<ul> <li>demonstrate well-developed collection skills, identification, critical analysis 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> </ul>	, synthesis and
<ul> <li>demonstrate well-developed collection skills, identification, critical analysis 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> </ul>	, synthesis and
<ul> <li>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> </ul>	, <b>,</b>
<ul> <li>utilise their own ethical framework, with consideration of others;</li> <li>deal with complex and/or real-life problems and issues;</li> </ul>	
<ul> <li>deal with complex and/or real-life problems and issues;</li> </ul>	
Module code: PAST873(48) Year module NQF-level: 9	
Title: Pastoral Studies: Mini Dissertation	
Module outcomes:	
Students should be able to:	
<ul> <li>display extensive, systematic and specialised knowledge of Pastorate;</li> </ul>	
<ul> <li>display extensive, systematic and specialised knowledge of Pastorate;</li> <li>display coherent and critical understanding of Pastorate;</li> </ul>	
<ul> <li>conduct critical analysis, synthesis and independent evaluation of relevant literature</li> </ul>	issues methods
and research in Pastorate;	;, 155065, 1116111005
<ul> <li>demonstrate well-developed collection skills, identification, critical analysis</li> </ul>	synthesis and
independent evaluation of data; undertake literature study under supervision;	, synthesis and
<ul> <li>examine complex and undefined problems which are prominent in the discipline;</li> </ul>	
<ul> <li>utilise their own ethical framework, with consideration of others;</li> </ul>	
<ul> <li>deal with complex and/or real-life problems and issues;</li> </ul>	
<ul> <li>present the result in the form of a mini dissertation.</li> </ul>	
Title: Pastoral Perspectives	
Module outcomes:	
At the end of this module, students should be able to:	
At the end of this module, students should be able to: • display extensive, systematic and specialised knowledge of Pastorate;	
<ul> <li>At the end of this module, students should be able to:</li> <li>display extensive, systematic and specialised knowledge of Pastorate;</li> <li>display coherent and critical understanding of Pastorate;</li> </ul>	
<ul> <li>At the end of this module, students should be able to:</li> <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</li> </ul>	۱, issues, methods
<ul> <li>At the end of this module, students should be able to:</li> <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 and research in Pastorate;</li> </ul>	
<ul> <li>At the end of this module, students should be able to:</li> <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 and research in Pastorate;</li> <li>demonstrate well-developed collection skills, identification, critical analysis</li> </ul>	
<ul> <li>At the end of this module, students should be able to:</li> <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 and research in Pastorate;</li> <li>demonstrate well-developed collection skills, identification, critical analysis independent evaluation of data; undertake literature study under supervision;</li> </ul>	
<ul> <li>At the end of this module, students should be able to:</li> <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 and research in Pastorate;</li> <li>demonstrate well-developed collection skills, identification, critical analysis independent evaluation of data; undertake literature study under supervision;</li> <li>examine complex and undefined problems which are prominent in the discipline;</li> </ul>	
<ul> <li>At the end of this module, students should be able to:</li> <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 and research in Pastorate;</li> <li>demonstrate well-developed collection skills, identification, critical analysis 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> </ul>	
<ul> <li>At the end of this module, students should be able to:</li> <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 and research in Pastorate;</li> <li>demonstrate well-developed collection skills, identification, critical analysis 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> </ul>	
<ul> <li>At the end of this module, students should be able to:</li> <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 and research in Pastorate;</li> <li>demonstrate well-developed collection skills, identification, critical analysis 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>	
At the end of this module, students should be able to:         display extensive, systematic and specialised knowledge of Pastorate;         display coherent and critical understanding of Pastorate;         conduct critical analysis, synthesis and independent evaluation of relevant literature and research in Pastorate;         demonstrate well-developed collection skills, identification, critical analysis independent evaluation of data; undertake literature study under supervision;         examine complex and undefined problems which are prominent in the discipline;         utilise their own ethical framework, with consideration of others;         deal with complex and/or real-life problems and issues;         present the result in the form of a colloquium.         Module code: PAST876(32)       Year module	
At the end of this module, students should be able to:       display extensive, systematic and specialised knowledge of Pastorate;         display coherent and critical understanding of Pastorate;       conduct critical analysis, synthesis and independent evaluation of relevant literature and research in Pastorate;         demonstrate well-developed collection skills, identification, critical analysis independent evaluation of data; undertake literature study under supervision;         examine complex and undefined problems which are prominent in the discipline;         utilise their own ethical framework, with consideration of others;         deal with complex and/or real-life problems and issues;         present the result in the form of a colloquium.         Module code: PAST876(32)       Year module         NQF-level: 9         Title: Pastoral Perspectives	
At the end of this module, students should be able to:         •       display extensive, systematic and specialised knowledge of Pastorate;         •       display coherent and critical understanding of Pastorate;         •       conduct critical analysis, synthesis and independent evaluation of relevant literature and research in Pastorate;         •       demonstrate well-developed collection skills, identification, critical analysis independent evaluation of data; undertake literature study under supervision;         •       examine complex and undefined problems which are prominent in the discipline;         •       utilise their own ethical framework, with consideration of others;         •       deal with complex and/or real-life problems and issue;         •       present the result in the form of a colloquium.         Module code: PAST876(32)       Year module         NQF-level: 9       Title: Pastoral Perspectives         Module outcomes:	, synthesis and
At the end of this module, students should be able to:         •       display extensive, systematic and specialised knowledge of Pastorate;         •       display coherent and critical understanding of Pastorate;         •       conduct critical analysis, synthesis and independent evaluation of relevant literature and research in Pastorate;         •       demonstrate well-developed collection skills, identification, critical analysis independent evaluation of data; undertake literature study under supervision;         •       examine complex and undefined problems which are prominent in the discipline;         •       utilise their own ethical framework, with consideration of others;         •       deal with complex and/or real-life problems and issues;         •       present the result in the form of a colloquium.         Module code: PAST876(32)       Year module         Module outcomes:       Students should be able to discuss a selection of topics in the field of Pastoral Studies a	, synthesis and
At the end of this module, students should be able to:         display extensive, systematic and specialised knowledge of Pastorate;         display coherent and critical understanding of Pastorate;         conduct critical analysis, synthesis and independent evaluation of relevant literature and research in Pastorate;         demonstrate well-developed collection skills, identification, critical analysis independent evaluation of data; undertake literature study under supervision;         examine complex and undefined problems which are prominent in the discipline;         utilise their own ethical framework, with consideration of others;         deal with complex and/or real-life problems and issues;         present the result in the form of a colloquium.         Module code: PAST876(32)       Year module         Module outcomes:         Students should be able to discuss a selection of topics in the field of Pastoral Studies a own viewpoint on the matter.	, synthesis and
At the end of this module, students should be able to:         display extensive, systematic and specialised knowledge of Pastorate;         display coherent and critical understanding of Pastorate;         conduct critical analysis, synthesis and independent evaluation of relevant literature and research in Pastorate;         demonstrate well-developed collection skills, identification, critical analysis independent evaluation of data; undertake literature study under supervision;         examine complex and undefined problems which are prominent in the discipline;         utilise their own ethical framework, with consideration of others;         deal with complex and/or real-life problems and issues;         present the result in the form of a colloquium.         Module code: PAST876(32)       Year module         Module outcomes:         Students should be able to discuss a selection of topics in the field of Pastoral Studies a	, synthesis and
At the end of this module, students should be able to:         display extensive, systematic and specialised knowledge of Pastorate;         display coherent and critical understanding of Pastorate;         conduct critical analysis, synthesis and independent evaluation of relevant literature and research in Pastorate;         demonstrate well-developed collection skills, identification, critical analysis independent evaluation of data; undertake literature study under supervision;         examine complex and undefined problems which are prominent in the discipline;         utilise their own ethical framework, with consideration of others;         deal with complex and/or real-life problems and issues;         present the result in the form of a colloquium.         Module code: PAST876(32)       Year module         NQF-level: 9         Title: Pastoral Perspectives         Module outcomes:         Students should be able to discuss a selection of topics in the field of Pastoral Studies a own viewpoint on the matter.	, synthesis and
At the end of this module, students should be able to: <ul> <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 and research in Pastorate;</li> <li>demonstrate well-developed collection skills, identification, critical analysis 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> <li>Module code: PAST876(32) Year module NQF-level: 9         <ul> <li>Title: Pastoral Perspectives</li> <li>Module outcomes:</li> <li>Students should be able to discuss a selection of topics in the field of Pastoral Studies a own viewpoint on the matter.</li> <li>Module code: PAST991(224) Year module</li> </ul> </li>	, synthesis and
At the end of this module, students should be able to: <ul> <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 and research in Pastorate;</li> <li>demonstrate well-developed collection skills, identification, critical analysis 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> <li>Module code: PAST876(32) Year module NQF-level: 9         <ul> <li>Title: Pastoral Perspectives</li> <li>Module ottomes:</li> <li>Students should be able to discuss a selection of topics in the field of Pastoral Studies a own viewpoint on the matter.</li> </ul> </li> <li>Module code: PAST991(224) Year module NQF-level: 10       </li>	, synthesis and
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At the end of this module, students should be able to:         •       display extensive, systematic and specialised knowledge of Pastorate;         •       display coherent and critical understanding of Pastorate;         •       conduct critical analysis, synthesis and independent evaluation of relevant literature and research in Pastorate;         •       demonstrate well-developed collection skills, identification, critical analysis independent evaluation of data; undertake literature study under supervision;         •       examine complex and undefined problems which are prominent in the discipline;         •       utilise their own ethical framework, with consideration of others;         •       deal with complex and/or real-life problems and issues;         •       present the result in the form of a colloquium.         Module code: PAST876(32)       Year module       NQF-level: 9         Title: Pastoral Perspectives       Module outcomes:       Students should be able to discuss a selection of topics in the field of Pastoral Studies a own viewpoint on the matter.         Module code: PAST991(224)       Year module       NQF-level: 10         Title: Pastoral Studies: Thesis       Module outcomes:       Students should be able to:	, synthesis and
At the end of this module, students should be able to:         •       display extensive, systematic and specialised knowledge of Pastorate;         •       display coherent and critical understanding of Pastorate;         •       conduct critical analysis, synthesis and independent evaluation of relevant literature and research in Pastorate;         •       demonstrate well-developed collection skills, identification, critical analysis independent evaluation of data; undertake literature study under supervision;         •       examine complex and undefined problems which are prominent in the discipline;         •       utilise their own ethical framework, with consideration of others;         •       deal with complex and/or real-life problems and issues;         •       present the result in the form of a colloquium.         Module code: PAST876(32)       Year module       NQF-level: 9         Title: Pastoral Perspectives       Module outcomes:       Students should be able to discuss a selection of topics in the field of Pastoral Studies a own viewpoint on the matter.         Module code: PAST991(224)       Year module       NQF-level: 10         Title: Pastoral Studies: Thesis       Module outcomes:       Students should be able to:         •       display extensive, systematic and specialised knowledge of Pastorate;	, synthesis and
At the end of this module, students should be able to:         •       display extensive, systematic and specialised knowledge of Pastorate;         •       display coherent and critical understanding of Pastorate;         •       conduct critical analysis, synthesis and independent evaluation of relevant literature and research in Pastorate;         •       demonstrate well-developed collection skills, identification, critical analysis independent evaluation of data; undertake literature study under supervision;         •       examine complex and undefined problems which are prominent in the discipline;         •       utilise their own ethical framework, with consideration of others;         •       deal with complex and/or real-life problems and issues;         •       present the result in the form of a colloquium.         Module code: PAST876(32)       Year module       NQF-level: 9         Title: Pastoral Perspectives       Module outcomes:       Students should be able to discuss a selection of topics in the field of Pastoral Studies a own viewpoint on the matter.         Module code: PAST991(224)       Year module       NQF-level: 10         Title: Pastoral Studies: Thesis       Module outcomes:       Students should be able to:         •       display extensive, systematic and specialised knowledge of Pastorate;       •         •       display coherent and critical understanding of Pastorate;	, synthesis and
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At the end of this module, students should be able to: <ul> <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 and research in Pastorate;</li> <li>demonstrate well-developed collection skills, identification, critical analysis 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 colloquium.</li> </ul> Module code: PAST876(32) Year module NQF-level: 9 Title: Pastoral Perspectives Module outcomes: Students should be able to discuss a selection of topics in the field of Pastoral Studies a own viewpoint on the matter. Module outcomes: Students should be able to: <ul> <li>display extensive, systematic and specialised knowledge of Pastorate;</li> <li>display coherent and critical understanding of Pastorate;</li> <li>display coherent and critical understanding of Pastorate;</li> <li>conduct critical analysis, synthesis and independent evaluation of relevant literature and research in Pastorate;</li></ul>	, synthesis and and formulate their a, issues, methods
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At the end of this module, students should be able to:         display extensive, systematic and specialised knowledge of Pastorate;         display coherent and critical understanding of Pastorate;         conduct critical analysis, synthesis and independent evaluation of relevant literature and research in Pastorate;         demonstrate well-developed collection skills, identification, critical analysis independent evaluation of data; undertake literature study under supervision;         examine complex and undefined problems which are prominent in the discipline;         utilise their own ethical framework, with consideration of others;         deal with complex and/or real-life problems and issues;         present the result in the form of a colloquium.         Module code: PAST876(32)       Year module         Nogenees:         Students should be able to discuss a selection of topics in the field of Pastoral Studies a own viewpoint on the matter.         Module code: PAST991(224)       Year module         Module outcomes:         Students should be able to:         display extensive, systematic and specialised knowledge of Pastorate;         display extensive, systematic and specialised knowledge of Pastorate;         display coherent and critical understanding of Pastorate;         conduct critical analysis, synthesis and independent evaluation of relevant literature and research in Pastorate;         demonstrate well-developed collection skills, and independent execution	, synthesis and and formulate their a, issues, methods

<ul> <li>present the result in the form</li> </ul>	of a thesis.	
Module code: PAST994(32)	Year module	NQF-level: 10
Title: Pastoral Perspectives		
Module outcomes:		
At the end of this module, students		
	and specialised knowledge of Pastor	ate;
<ul> <li>display coherent and critical up</li> </ul>		
	hesis and independent evaluation of	relevant literature, issues, methods
and research in Pastorate;		
	collection skills, and independent exe	ecution of a study and evaluation of
literature and existing resear		the discipline:
	ned problems which are prominent in work, with consideration of others;	the discipline;
<ul> <li>deal with complex and/or real</li> </ul>		
<ul> <li>communicate the result in the</li> </ul>		
Module code: SEMT112(12)	Semester 1	NQF-level: 5
		NGF-level. 5
Title: Biblical Hebrew Grammar I ar Module outcomes:	id Geographical Context	
After completion of this module, stu	dents should be able to:	
	Id skill in the infrastructure of the Bibli	ical Hobrow Japauago structuro with
	key terms, rules, concepts, principles	
	d pronouncing Hebrew speech sound	
	onship between the sound system of	
units of Biblical Hebre		<b>3</b>
morphology: the com	bination of discrete significant units	in words/word structure of (regular)
verbs, nouns, adjectiv	ves, pronouns, conjunctions, adverbs	and existence particles;
	which words are combined to form	phrases and sentences in Biblical
Hebrew; and		
	atic roles and the minimum contribu	tion of a word or a construction to
	ntext of a Biblical Hebraic text;	
	interpret simple nominal sentences a	
<ul> <li>Identify, translate and interpretent the key terms, rules, concepts</li> </ul>	et simple nominal sentences and sim	iple verbal statements in support of
	ice based on the group I vocabulary 2	26 vorbs + 43 poups (500 5000x);
	e sociocultural context of the Ancient l	
	ntext of the Ancient Near East.	
Module code: SEMT113(16)	Semester 1	NQF-level: 5
Title: Biblical Hebrew Linguistic Ski		
Module outcomes:	1	
After completion of this module stud	dents should be able to:	
	d skill in the infrastructure of the Bibli	cal Hebrew Janguage structure with
	ey terms, rules, concepts, principles a	
	et parts of speech, phrases and se	
means of dictionaries and ele		
	e sociocultural context of the Ancient I	Near East;
	ntext of the Ancient Near East.	
Module code: SEMT121(16)	Semester 2	NQF-level: 5
Title: Biblical Hebrew Grammar II		
Module outcomes:		
At the end of this module, students	should be able to:	
	of the infrastructure of Biblical H	lebrew grammar, with intelligent
understanding of key terms,	rules, concepts, principles and theorie	es relating to the following linguistic
levels of language study:		
	bination of discrete significant units in	
	ectives, prepositions, conjunctions	s, adverbs, existence particles,
	rse markers and interjections;	
	which words are combined to form	phrases and sentences in Biblical
Hebrew;	tio rolog and the minimum architer	tion of a word or a construction to
	atic roles and the minimum contribu ntext of a Biblical Hebraic text;	non of a word of a construction to
	aluate the existing knowledge throu	ah the analysis and translation of
<ul> <li>analyse, synulesise and eva</li> </ul>	aluate the existing knowledge throu	yn me analysis and nansiallon of

<ul> <li>compound sentences in</li> <li>solve simple coherent to regular and irregular of sociocultural context of</li> </ul>	a prescribed format, both oral exts from the Hebrew Bible in conjugations; and define wo he Ancient Near East.	the form of well-defined problems by means of rds in their contextual sense in the familiar
Module code: SEMT122(1	2) Semester 2	NQF-level: 5
Title: Biblical Hebrew Gramma	ar II and Linguistic Skill I	
Module outcomes:		
	ge of the infrastructure of erms, rules, concepts, princ	Biblical Hebrew grammar, with intelligent iples and theories relating to the following
verbs, nouns,		ficant units in words/word structure of (irregular) conjunctions, adverbs, existence particles, ions;
<ul> <li>syntax: the way Hebrew;</li> </ul>	in which words are combir	ed to form phrases and sentences in Biblical
understanding t	ne context of a Biblical Hebraid	
<ul> <li>simple verbal, nominal, and subordinate compo</li> <li>solve simple coherent t means of regular and</li> </ul>	interrogative, extensive and and sentences in a prescribed exts from the Hebrew Bible w	edge through the analysis and translation of imperative sentences as well as coordinate format, both orally and in writing; which are stated as well-defined problems by efine words in their contextual sense in the
Module code: SEMT211(16)	Semester 1	NQF-level: 6
Title: Biblical Hebrew Gramma		
<ul> <li>understanding of key te levels of language study</li> <li>semantics: desc in defining the means as the ap pragmatics: ind has influenced t</li> <li>select and apply this interpretation of a coher morphologic, syntactic according to the tradition</li> <li>solve well-defined probl by means of the Biblica the sociocultural context</li> </ul>	ge of the infrastructure o rms, rules, concepts, principle ; ribe the basic principles of th meaning of a word used in a propriate and intelligent use of cating methodologically to wh ne interpretation of the meanin knowledge effectively throu- ent passage from narrative tex and semantic perspective; and al interpretation models; ems in narrative passages, wh I Hebrew Reference Gramma of the Ancient Near East.	hat extent the context of the Ancient Near East ng of words; ugh the analysis, translation and contextual the Hebrew Bible in a suitable format from a nd analyse and synthesise problems critically hich concur with the levels of language structure, r; and define words in their contextual sense in
Module code: SEMT221(16)	Semester 2	NQF-level: 6
	ar IV and Conceptual Langua	ge System
<ul> <li>understanding of the exwell as sound knowledg</li> <li>effectively select and interpretation of a cohe format, from a morphol textual critical problem: Hebrew Bible by mean</li> </ul>	edge of the infrastructure planatory processes in the Bi e of the cosmological thinking apply this knowledge throi rent passage from selected r ogic, syntactic and semantic s; explain the coherent passas s of electronic aids from a m	of Biblical Hebrew grammar with extensive blical Hebrew conceptual language system, as of the people of the Ancient Near East; ugh the analysis, translation and contextual arrative texts in the Hebrew Bible in a suitable perspective, and the analysis and synthesis of age from the selected narrative texts from the orphologic and syntactic perspective, and then
critically analyse and s	II-defined familiar and unfamil	tually; ve, argumentative and prescriptive texts which iar problems within the rhetorical organisation of

Module code: SEMT312(8)	Semester 1	NQF-level: 7
Title: Biblical Hebrew Language Str	ructure and Textual Study	
Module outcomes:	•	
At the end of this module, students	should be able to:	
<ul> <li>display complete and system</li> </ul>	natic knowledge of the infrastructure	of Biblical Hebrew grammar, with
	ey terms, rules, concepts, principles a	nd theories relating to the linguistic
and literary levels of language		
	dge effectively through the rhetorical	organisation of the types of text in
	sentation in the prescribed formats;	
	nerent section of selected poetic pass	
	elems in the prescribed formats from	
	ssess them from a textual critical and	
models.	the identification of problems relati	ng to the traditional interpretation
	Compositor 4	
Module code: SEMT313(16)	Semester 1	NQF-level: 7
Title: Language Structure and Text	ual study of Biblical Hebrew	
Module outcomes:		
At the end of this module, students		
	natic knowledge of the infrastructure	
	ey terms, rules, concepts, principles a e study as well as knowledge of the	
of the Ancient Near East;	e study as well as knowledge of the	cosmological tranking of the people
	lge effectively through the rhetorical o	rganisation of the types of text in
	sentation in the prescribed formats;	rganioadon of the types of text in
	herent passage of selected poetic pa	assages from the Hebrew Bible.
	ar problems, in the prescribed format	
	spective; assess them from a textual	
analyse them contextually w	ith a view to the identification of pro	blems relating to the traditional
interpretation models.		
Module code: SEMT322(8)	Semester 2	NQF-level: 7
Title: Biblical Hebrew Textual Study		
Title: Biblical Hebrew Textual Study	and Comparative Textual Study	
Title: Biblical Hebrew Textual Study Module outcomes: At the end of this module, students • display complete and system	/ and Comparative Textual Study should be able to: natic knowledge of the infrastructure	e of Biblical Hebrew grammar with
Title: Biblical Hebrew Textual Study         Module outcomes:         At the end of this module, students         • display complete and system coherent understanding of keep	/ and Comparative Textual Study should be able to: natic knowledge of the infrastructure by terms, rules, concepts, principles a	e of Biblical Hebrew grammar with
Title: Biblical Hebrew Textual Study Module outcomes: At the end of this module, students • display complete and system coherent understanding of ke and literary levels of language	<ul> <li>v and Comparative Textual Study</li> <li>should be able to:</li> <li>natic knowledge of the infrastructure ey terms, rules, concepts, principles a e study;</li> </ul>	e of Biblical Hebrew grammar with nd theories relating to the linguistic
Title: Biblical Hebrew Textual Study         Module outcomes:         At the end of this module, students         • display complete and system         coherent understanding of ke         and literary levels of language         • select and apply this knowle	v and Comparative Textual Study should be able to: natic knowledge of the infrastructure ey terms, rules, concepts, principles a e study; edge effectively through a comparativ	e of Biblical Hebrew grammar with nd theories relating to the linguistic ve literature study of Ancient Near
Title: Biblical Hebrew Textual Study         Module outcomes:         At the end of this module, students         • display complete and system         coherent understanding of ke         and literary levels of language         • select and apply this knowle         East texts and types of text	<ul> <li>v and Comparative Textual Study</li> <li>should be able to:</li> <li>natic knowledge of the infrastructure ey terms, rules, concepts, principles a e study;</li> </ul>	e of Biblical Hebrew grammar with nd theories relating to the linguistic ve literature study of Ancient Near
Title: Biblical Hebrew Textual Study         Module outcomes:         At the end of this module, students         • display complete and system coherent understanding of ke and literary levels of language         • select and apply this knowle East texts and types of text to formats;	v and Comparative Textual Study should be able to: natic knowledge of the infrastructure y terms, rules, concepts, principles a e study; adge effectively through a comparativ from the Hebrew Bible, and apply thi	e of Biblical Hebrew grammar with and theories relating to the linguistic ve literature study of Ancient Near s by presenting it in the prescribed
Title: Biblical Hebrew Textual Study         Module outcomes:         At the end of this module, students         display complete and system coherent understanding of ke and literary levels of language         select and apply this knowle East texts and types of text to formats;         • analyse and translate a cohe	y and Comparative Textual Study should be able to: natic knowledge of the infrastructure sy terms, rules, concepts, principles a e study; edge effectively through a comparativ from the Hebrew Bible, and apply thi rrent section of selected more difficult	e of Biblical Hebrew grammar with ind theories relating to the linguistic ve literature study of Ancient Near s by presenting it in the prescribed poetic passages from the Hebrew
Title: Biblical Hebrew Textual Study         Module outcomes:         At the end of this module, students         • display complete and system coherent understanding of ke and literary levels of language         • select and apply this knowle East texts and types of text if formats;         • analyse and translate a cohe Bible which are posed as un	v and Comparative Textual Study should be able to: natic knowledge of the infrastructure ay terms, rules, concepts, principles a e study; adge effectively through a comparative from the Hebrew Bible, and apply thi rrent section of selected more difficult familiar problems in the prescribed for	e of Biblical Hebrew grammar with ind theories relating to the linguistic ve literature study of Ancient Near s by presenting it in the prescribed poetic passages from the Hebrew ormats (with and without electronic
<ul> <li>Title: Biblical Hebrew Textual Study Module outcomes: At the end of this module, students</li> <li>display complete and system coherent understanding of ke and literary levels of language</li> <li>select and apply this knowle East texts and types of text formats;</li> <li>analyse and translate a cohe Bible which are posed as un aids) from a morphologic, syn</li> </ul>	v and Comparative Textual Study should be able to: natic knowledge of the infrastructure ey terms, rules, concepts, principles a e study; edge effectively through a comparativ from the Hebrew Bible, and apply thi rrent section of selected more difficult familiar problems in the prescribed fintactic, semantic and pragmatic persp	e of Biblical Hebrew grammar with ind theories relating to the linguistic ve literature study of Ancient Near s by presenting it in the prescribed poetic passages from the Hebrew ormats (with and without electronic poetive; assess them from a textual
<ul> <li>Title: Biblical Hebrew Textual Study.</li> <li>Module outcomes:</li> <li>At the end of this module, students</li> <li>display complete and system coherent understanding of ke and literary levels of language</li> <li>select and apply this knowle East texts and types of text formats;</li> <li>analyse and translate a cohe Bible which are posed as un aids) from a morphologic, syl critical angle, and interpret ar</li> </ul>	v and Comparative Textual Study should be able to: natic knowledge of the infrastructure ey terms, rules, concepts, principles a e study; edge effectively through a comparativ from the Hebrew Bible, and apply thi rrent section of selected more difficult ifamiliar problems in the prescribed for hatactic, semantic and pragmatic person analyse them contextually with a v	e of Biblical Hebrew grammar with ind theories relating to the linguistic ve literature study of Ancient Near s by presenting it in the prescribed poetic passages from the Hebrew ormats (with and without electronic poetive; assess them from a textual
<ul> <li>Title: Biblical Hebrew Textual Study Module outcomes: At the end of this module, students</li> <li>display complete and system coherent understanding of ke and literary levels of language</li> <li>select and apply this knowle East texts and types of text formats;</li> <li>analyse and translate a cohe Bible which are posed as un aids) from a morphologic, syn</li> </ul>	v and Comparative Textual Study should be able to: natic knowledge of the infrastructure ey terms, rules, concepts, principles a e study; edge effectively through a comparativ from the Hebrew Bible, and apply thi rrent section of selected more difficult ifamiliar problems in the prescribed for hatactic, semantic and pragmatic person analyse them contextually with a v	e of Biblical Hebrew grammar with ind theories relating to the linguistic ve literature study of Ancient Near s by presenting it in the prescribed poetic passages from the Hebrew ormats (with and without electronic poetive; assess them from a textual
Title: Biblical Hebrew Textual Study.         Module outcomes:         At the end of this module, students         display complete and system coherent understanding of ke and literary levels of language         select and apply this knowle East texts and types of text formats;         analyse and translate a cohe Bible which are posed as un aids) from a morphologic, syl critical angle, and interpret ar relating to the traditional inter         Module code: SEMT323(16)	v and Comparative Textual Study should be able to: natic knowledge of the infrastructure ey terms, rules, concepts, principles a e study; dge effectively through a comparativ from the Hebrew Bible, and apply thi rrent section of selected more difficult ifamiliar problems in the prescribed for htactic, semantic and pragmatic person analyse them contextually with a v pretation models.	e of Biblical Hebrew grammar with and theories relating to the linguistic ve literature study of Ancient Near s by presenting it in the prescribed poetic passages from the Hebrew ormats (with and without electronic pective; assess them from a textual iew to the identification of problems
Title: Biblical Hebrew Textual Study         Module outcomes:         At the end of this module, students         • display complete and system         coherent understanding of ke         and literary levels of language         • select and apply this knowle         East texts and types of text formats;         • analyse and translate a cohe         Bible which are posed as un         aids) from a morphologic, syn         critical angle, and interpret ar         relating to the traditional inter         Module code: SEMT323(16)         Title: Biblical Aramaic Grammar an	v and Comparative Textual Study should be able to: natic knowledge of the infrastructure ey terms, rules, concepts, principles a e study; dge effectively through a comparativ from the Hebrew Bible, and apply thi rrent section of selected more difficult ifamiliar problems in the prescribed for htactic, semantic and pragmatic person analyse them contextually with a v pretation models.	e of Biblical Hebrew grammar with and theories relating to the linguistic ve literature study of Ancient Near s by presenting it in the prescribed poetic passages from the Hebrew ormats (with and without electronic pective; assess them from a textual iew to the identification of problems
Title: Biblical Hebrew Textual Study         Module outcomes:         At the end of this module, students         • display complete and system         coherent understanding of ke         and literary levels of language         • select and apply this knowle         East texts and types of text formats;         • analyse and translate a cohe         Bible which are posed as un         aids) from a morphologic, syn         critical angle, and interpret ar         Module code: SEMT323(16)         Title: Biblical Aramaic Grammar an         Module outcomes:	v and Comparative Textual Study should be able to: natic knowledge of the infrastructure ey terms, rules, concepts, principles a e study; adge effectively through a comparative from the Hebrew Bible, and apply this rent section of selected more difficult ifamiliar problems in the prescribed for natactic, semantic and pragmatic persp and analyse them contextually with a v pretation models. Semester 2 d Semitic Languages in general	e of Biblical Hebrew grammar with and theories relating to the linguistic ve literature study of Ancient Near s by presenting it in the prescribed poetic passages from the Hebrew ormats (with and without electronic pective; assess them from a textual iew to the identification of problems
<ul> <li>Title: Biblical Hebrew Textual Study.</li> <li>Module outcomes:</li> <li>At the end of this module, students</li> <li>display complete and system coherent understanding of ke and literary levels of language</li> <li>select and apply this knowle East texts and types of text if formats;</li> <li>analyse and translate a cohe Bible which are posed as un aids) from a morphologic, syn critical angle, and interpret ar relating to the traditional inter</li> <li>Module code: SEMT323(16)</li> <li>Title: Biblical Aramaic Grammar an Module outcomes:</li> </ul>	v and Comparative Textual Study should be able to: natic knowledge of the infrastructure ay terms, rules, concepts, principles a e study; edge effectively through a comparative from the Hebrew Bible, and apply this rrent section of selected more difficult ifamiliar problems in the prescribed for intactic, semantic and pragmatic persp ad analyse them contextually with a v pretation models. Semester 2 d Semitic Languages in general dents should be able to:	e of Biblical Hebrew grammar with ind theories relating to the linguistic ve literature study of Ancient Near s by presenting it in the prescribed poetic passages from the Hebrew ormats (with and without electronic pective; assess them from a textual iew to the identification of problems <b>NQF-level: 7</b>
Title: Biblical Hebrew Textual Study.         Module outcomes:         At the end of this module, students         display complete and system coherent understanding of ke and literary levels of language         select and apply this knowle East texts and types of text formats;         analyse and translate a cohe Bible which are posed as un aids) from a morphologic, syl critical angle, and interpret ar relating to the traditional inter         Module code: SEMT323(16)         Title: Biblical Aramaic Grammar an Module outcomes:         After completion of this module stude         otisplay complete and system	v and Comparative Textual Study should be able to: natic knowledge of the infrastructure ey terms, rules, concepts, principles a e study; adge effectively through a comparative from the Hebrew Bible, and apply this rent section of selected more difficult ifamiliar problems in the prescribed for natactic, semantic and pragmatic persp and analyse them contextually with a v pretation models. Semester 2 d Semitic Languages in general	e of Biblical Hebrew grammar with and theories relating to the linguistic ve literature study of Ancient Near s by presenting it in the prescribed poetic passages from the Hebrew ormats (with and without electronic poetive; assess them from a textual iew to the identification of problems <b>NQF-level: 7</b> of Biblical Aramaic and Hebrew
Title: Biblical Hebrew Textual Study.         Module outcomes:         At the end of this module, students         display complete and system coherent understanding of ke and literary levels of language         select and apply this knowle East texts and types of text formats;         analyse and translate a cohe Bible which are posed as un aids) from a morphologic, syl critical angle, and interpret ar relating to the traditional inter         Module code: SEMT323(16)         Title: Biblical Aramaic Grammar an Module outcomes:         After completion of this module stude         display complete and system grammar, with coherent understanditional intertext and the stude outcomes and the stude outcomes and the stude outcomes and system grammar.	v and Comparative Textual Study should be able to: natic knowledge of the infrastructure ey terms, rules, concepts, principles a e study; edge effectively through a comparative from the Hebrew Bible, and apply thi rrent section of selected more difficult familiar problems in the prescribed for intactic, semantic and pragmatic persp and analyse them contextually with a v pretation models. Semester 2 d Semitic Languages in general dents should be able to: natic knowledge of the infrastructure	e of Biblical Hebrew grammar with and theories relating to the linguistic ve literature study of Ancient Near s by presenting it in the prescribed poetic passages from the Hebrew ormats (with and without electronic poetive; assess them from a textual iew to the identification of problems <b>NQF-level: 7</b> of Biblical Aramaic and Hebrew
<ul> <li>Title: Biblical Hebrew Textual Study.</li> <li>Module outcomes:</li> <li>At the end of this module, students</li> <li>display complete and system coherent understanding of ke and literary levels of language</li> <li>select and apply this knowle East texts and types of text formats;</li> <li>analyse and translate a cohe Bible which are posed as un aids) from a morphologic, syl critical angle, and interpret ar relating to the traditional inter</li> <li>Module code: SEMT323(16)</li> <li>Title: Biblical Aramaic Grammar an Module outcomes:</li> <li>After completion of this module studied of the system grammar, with coherent under grammar to the linguistic and lin</li></ul>	And Comparative Textual Study should be able to: natic knowledge of the infrastructure ey terms, rules, concepts, principles a e study; adge effectively through a comparative from the Hebrew Bible, and apply thi rrent section of selected more difficult ifamiliar problems in the prescribed for ntactic, semantic and pragmatic persy and analyse them contextually with a v pretation models. Semester 2 d Semitic Languages in general dents should be able to: natic knowledge of the infrastructure derstanding of key terms, rules, co	e of Biblical Hebrew grammar with and theories relating to the linguistic ve literature study of Ancient Near s by presenting it in the prescribed poetic passages from the Hebrew ormats (with and without electronic oective; assess them from a textual iew to the identification of problems <b>NQF-level: 7</b> of Biblical Aramaic and Hebrew incepts, principles and theories
<ul> <li>Title: Biblical Hebrew Textual Study.</li> <li>Module outcomes:</li> <li>At the end of this module, students</li> <li>display complete and system coherent understanding of ke and literary levels of language</li> <li>select and apply this knowle East texts and types of text if formats;</li> <li>analyse and translate a cohe Bible which are posed as un aids) from a morphologic, syst critical angle, and interpret ar relating to the traditional inter</li> <li>Module code: SEMT323(16)</li> <li>Title: Biblical Aramaic Grammar an Module outcomes:</li> <li>After completion of this module stude outcomes:</li> <li>display complete and system grammar, with coherent und relating to the linguistic and lite</li> <li>select and apply this knowled</li> </ul>	v and Comparative Textual Study should be able to: natic knowledge of the infrastructure ey terms, rules, concepts, principles a e study; edge effectively through a comparative from the Hebrew Bible, and apply this rent section of selected more difficult ifamiliar problems in the prescribed for finantic, semantic and pragmatic person analyse them contextually with a v pretation models. Semester 2 d Semitic Languages in general dents should be able to: natic knowledge of the infrastructure derstanding of key terms, rules, co terary levels of language study;	e of Biblical Hebrew grammar with ind theories relating to the linguistic ve literature study of Ancient Near s by presenting it in the prescribed poetic passages from the Hebrew ormats (with and without electronic pective; assess them from a textual iew to the identification of problems <b>NQF-level: 7</b> of Biblical Aramaic and Hebrew incepts, principles and theories e literature study of Ancient Near
<ul> <li>Title: Biblical Hebrew Textual Study.</li> <li>Module outcomes:</li> <li>At the end of this module, students</li> <li>display complete and system coherent understanding of ke and literary levels of language</li> <li>select and apply this knowle East texts and types of text if formats;</li> <li>analyse and translate a cohe Bible which are posed as un aids) from a morphologic, syst critical angle, and interpret ar relating to the traditional inter</li> <li>Module code: SEMT323(16)</li> <li>Title: Biblical Aramaic Grammar an Module outcomes:</li> <li>After completion of this module stude outcomes:</li> <li>display complete and system grammar, with coherent und relating to the linguistic and lite</li> <li>select and apply this knowled</li> </ul>	and Comparative Textual Study     should be able to:     natic knowledge of the infrastructure     ay terms, rules, concepts, principles a     e study;     adge effectively through a comparative     from the Hebrew Bible, and apply thi     trent section of selected more difficult     familiar problems in the prescribed fn     tactic, semantic and pragmatic persp     d analyse them contextually with a v     pretation models.     Semester 2     d Semitic Languages in general     dents should be able to:     natic knowledge of the infrastructure     derstanding of key terms, rules, co     terary levels of language study;     dge effectively through a comparative	e of Biblical Hebrew grammar with ind theories relating to the linguistic ve literature study of Ancient Near s by presenting it in the prescribed poetic passages from the Hebrew ormats (with and without electronic pective; assess them from a textual iew to the identification of problems <b>NQF-level: 7</b> of Biblical Aramaic and Hebrew incepts, principles and theories e literature study of Ancient Near
<ul> <li>Title: Biblical Hebrew Textual Study.</li> <li>Module outcomes:</li> <li>At the end of this module, students</li> <li>display complete and system coherent understanding of ke and literary levels of language</li> <li>select and apply this knowle East texts and types of text formats;</li> <li>analyse and translate a cohe Bible which are posed as un aids) from a morphologic, syl critical angle, and interpret ar relating to the traditional inter</li> <li>Module code: SEMT323(16)</li> <li>Title: Biblical Aramaic Grammar an Module outcomes:</li> <li>After completion of this module studies and apply this knowler East texts and apply this knowler select and apply this knowler are and the types of formats;</li> </ul>	And Comparative Textual Study should be able to: natic knowledge of the infrastructure ey terms, rules, concepts, principles a e study; adge effectively through a comparative from the Hebrew Bible, and apply thi irrent section of selected more difficult ifamiliar problems in the prescribed for natactic, semantic and pragmatic persynd analyse them contextually with a v pretation models. Semester 2 d Semitic Languages in general dents should be able to: natic knowledge of the infrastructure derstanding of key terms, rules, co terary levels of language study; dge effectively through a comparative text in the Hebrew Bible, and pres	e of Biblical Hebrew grammar with and theories relating to the linguistic ve literature study of Ancient Near s by presenting it in the prescribed poetic passages from the Hebrew ormats (with and without electronic pective; assess them from a textual iew to the identification of problems <b>NQF-level: 7</b> of Biblical Aramaic and Hebrew incepts, principles and theories e literature study of Ancient Near ent the result in the prescribed ult poetic texts from the Hebrew
<ul> <li>Title: Biblical Hebrew Textual Study.</li> <li>Module outcomes:</li> <li>At the end of this module, students</li> <li>display complete and system coherent understanding of ke and literary levels of language</li> <li>select and apply this knowle East texts and types of text formats;</li> <li>analyse and translate a cohe Bible which are posed as un aids) from a morphologic, sy critical angle, and interpret ar relating to the traditional inter</li> <li>Module code: SEMT323(16)</li> <li>Title: Biblical Aramaic Grammar an Module outcomes:</li> <li>After completion of this module studies display complete and system grammar, with coherent understand to the linguistic and life select and apply this knowled East texts and the types of formats;</li> <li>analyse and translate a cohe Bible which are posed as unfit of the select and apply this knowled East texts and the types of formats;</li> </ul>	v and Comparative Textual Study         should be able to:         natic knowledge of the infrastructure         ey terms, rules, concepts, principles a         ey terms, rules, contextually and apply thi         framiliar problems in the prescribed for         natactic, semantic and pragmatic persend analyse them contextually with a v         pretation models.         Semester 2         d Semitic Languages in general         dents should be able to:         natic knowledge of the infrastructure         derstanding of key terms, rules, conterary levels of language study;         dge effectively through a comparative         text in the Hebrew Bible, and pres         erent passage of selected more diffic         amiliar problems in the prescribed for	e of Biblical Hebrew grammar with and theories relating to the linguistic ve literature study of Ancient Near s by presenting it in the prescribed poetic passages from the Hebrew ormats (with and without electronic pective; assess them from a textual iew to the identification of problems <b>NQF-level: 7</b> of Biblical Aramaic and Hebrew incepts, principles and theories e literature study of Ancient Near ent the result in the prescribed ult poetic texts from the Hebrew mats (with and without electronic
<ul> <li>Title: Biblical Hebrew Textual Study.</li> <li>Module outcomes:</li> <li>At the end of this module, students</li> <li>display complete and system coherent understanding of ke and literary levels of language</li> <li>select and apply this knowle East texts and types of text if formats;</li> <li>analyse and translate a cohe Bible which are posed as un aids) from a morphologic, syn critical angle, and interpret ar relating to the traditional inter</li> <li>Module code: SEMT323(16)</li> <li>Title: Biblical Aramaic Grammar an Module outcomes:</li> <li>After completion of this module stude</li> <li>display complete and system grammar, with coherent und relating to the traditional inter</li> <li>select and apply this knowles</li> <li>analyse and translate a cohe Bible which are posed as und interpret ar grammar, with coherent und relating to the linguistic and lite select and apply this knowles</li> <li>analyse and translate a cohe Bible which are posed as unfaiting to the types of formats;</li> <li>analyse and translate a cohe Bible which are posed as unfaids) from a morphologic, signal select and apply this knowles</li> </ul>	And Comparative Textual Study should be able to: natic knowledge of the infrastructure ay terms, rules, concepts, principles a study; edge effectively through a comparative from the Hebrew Bible, and apply this ternt section of selected more difficult familiar problems in the prescribed for the tactic, semantic and pragmatic persend analyse them contextually with a vipretation models. Semester 2 d Semitic Languages in general destranding of key terms, rules, conterary levels of language study; dge effectively through a comparative text in the Hebrew Bible, and preserve text in	e of Biblical Hebrew grammar with ind theories relating to the linguistic ve literature study of Ancient Near s by presenting it in the prescribed poetic passages from the Hebrew ormats (with and without electronic pective; assess them from a textual iew to the identification of problems <b>NQF-level: 7</b> of Biblical Aramaic and Hebrew incepts, principles and theories e literature study of Ancient Near ent the result in the prescribed ult poetic texts from the Hebrew mats (with and without electronic prepective; assess them from a
<ul> <li>Title: Biblical Hebrew Textual Study.</li> <li>Module outcomes:</li> <li>At the end of this module, students</li> <li>display complete and system coherent understanding of ke and literary levels of language</li> <li>select and apply this knowle East texts and types of text if formats;</li> <li>analyse and translate a cohe Bible which are posed as un aids) from a morphologic, syn critical angle, and interpret ar relating to the traditional inter</li> <li>Module code: SEMT323(16)</li> <li>Title: Biblical Aramaic Grammar an Module outcomes:</li> <li>After completion of this module stude</li> <li>display complete and system grammar, with coherent und relating to the traditional inter</li> <li>select and apply this knowles</li> <li>analyse and translate a cohe Bible which are posed as und interpret ar grammar, with coherent und relating to the linguistic and lite select and apply this knowles</li> <li>analyse and translate a cohe Bible which are posed as unfaiting to the types of formats;</li> <li>analyse and translate a cohe Bible which are posed as unfaids) from a morphologic, signal select and apply this knowles</li> </ul>	And Comparative Textual Study should be able to: natic knowledge of the infrastructure ay terms, rules, concepts, principles a e study; edge effectively through a comparative from the Hebrew Bible, and apply thi rrent section of selected more difficult ifamiliar problems in the prescribed for ntactic, semantic and pragmatic persp ad analyse them contextually with a v pretation models. Semester 2 d Semitic Languages in general dents should be able to: natic knowledge of the infrastructure derstanding of key terms, rules, co terary levels of language study; dge effectively through a comparative text in the Hebrew Bible, and pres erent passage of selected more diffic amiliar problems in the prescribed for yntactic, semantic and pragmatic per print and analyse them contextually virtex to the second terent passage of selected more diffic amiliar problems in the prescribed for yntactic, semantic and pragmatic per prot and analyse them contextually virtex to the second to the second second second second second second second terent passage of selected more diffic amiliar problems in the prescribed for yntactic, semantic and pragmatic per prot and analyse them contextually virtex to the second	e of Biblical Hebrew grammar with ind theories relating to the linguistic ve literature study of Ancient Near s by presenting it in the prescribed poetic passages from the Hebrew ormats (with and without electronic pective; assess them from a textual iew to the identification of problems <b>NQF-level: 7</b> of Biblical Aramaic and Hebrew incepts, principles and theories e literature study of Ancient Near ent the result in the prescribed ult poetic texts from the Hebrew mats (with and without electronic prepective; assess them from a

Module code SEMT611(8)	Semester 1	NQF-level 8		
Title: Biblical Aramaic Grammar				
Module outcomes:				
<ul> <li>At the end of this module, students should be able to</li> <li>display sound knowledge and skill in the infrastructure of Biblical Aramaic with coherent understandin of key terms, rules, concepts, principle and theories relating to:</li> <li>&gt; phonetics: the formation and pronunciation of Aramaic vocal sounds</li> <li>&gt; phonology: the relationship between the vocal system and the linguistic units of Biblical Aramaic;</li> <li>&gt; morphology: the combination of discrete meaningful units in words/word structure of the (ir/regula verb, noun, adjective, preposition, conjunction, adverb and substantive word, interrogative word discourse marker and interjection;</li> <li>&gt; syntax: the way in which words are combined to form phrases and sentences in Biblical Aramaic;</li> <li>&gt; semantics: the thematic roles of and minimum contribution of a word or construction</li> </ul>				
<ul> <li>understanding the context of a Biblical Aramaic text; and</li> <li>pragmatics: methodological explanation of how the Ancient Near Eastern context has influence the interpretation of a word;</li> </ul>				
<ul> <li>identify, translate and interpret simple nominal and verbal statements, interrogative sentences at commands, extended sentences as well as coordinate and subordinate complex sentences in support of key terms, rules, concepts, principles and theories;</li> <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>				
Module code SEMT621(8)	Semester 2	NQF-level 8		
Title: Extra-Aramaic and Compara	ative Textual Study			
<ul> <li>At the end of this module, students should be able to:</li> <li>make a comparative literature study of the Aramaic Qumram texts and proceed to an assessment of the texts;</li> <li>evaluate the history and significance of the archaeological discoveries at Qumram</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>				
Module code: SEMT671(24)	Year module	NQF-level: 8		
Title: Practical Translation Hebrev				
<ul> <li>Module outcomes:</li> <li>After completion of this module, students should be able to:</li> <li>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;</li> <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>				
Module code: SEMT672(24)	Year module	NQF-level: 8		
Title: Comparative Semitic Textua				
<ul> <li>Module outcomes:</li> <li>After completion of this module, students should be able to:</li> <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 Semitings 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> </ul>				

<ul> <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 reasoned, logical and coherent argument in class context through the use of individual or group methods.</li> </ul>				
Module code: SEMT673(24)	Year module	NQF-level: 8		
Title: Extra-Biblical Hebrew and Ar	amaic			
Module outcomes:				
<ul> <li>After completion of this module, students should be able to:</li> <li>display extensive, systematic and profound knowledge of the Extrablibical Hebrew and Aramaic alphabet systems, grammar, history, religion and literature, as well as coherent and critical</li> </ul>				
	rules, concepts, principles and theorie			
<ul> <li>critically analyse and synthesise this knowledge through the reading of vocalised and unvocalised Extrablibical Hebrew and Aramaic texts, independent analysis of themes relating to the history, religion and literature of selected Extrablibical Hebrew and Aramaic texts in support of key terms, rules, concepts, principles and theories, and presentation of the result in different formats;</li> </ul>				
<ul> <li>identify complex problems relating to the grammar, history, religion and literature of selected Extrablibical Hebrew and Aramaic texts; show conceptual precision with regard to the grammar, history, religion and literature of selected Extrablibical Hebrew and Aramaic texts by means of a process of data collection, organisation, critical analysis and interpretation; successfully defend a</li> </ul>				
	hesis in the form of a reasoned, logica	I and coherent argument in class		
context through the use of in	¥!			
Module code: SEMT674(24)	Year module	NQF-level: 8		
Title: Syriac				
Module outcomes:				
<ul> <li>After completion of this module, students should be able to:</li> <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> </ul>				
<ul> <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> </ul>				
<ul> <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>				
Module code: SEMT675(24)	Year module	NQF-level: 8		
Title: Ugaritic	Teal modulo			
Module outcomes:				
After completion of this module, students should be able to:				
• 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;				
<ul> <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> </ul>				
<ul> <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>				

Module code: SEMT873(48)	Year module	NQF-level: 9			
Title: Semitic Languages: Mini Diss	sertation				
Module outcomes:					
Students should be able to:	Students should be able to:				
	atic and specialised knowledge a				
	anguages as a discipline; analyse a				
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);					
	solve complex and real-life problems in Semitic Languages as a discipline through the evaluation of				
	, with due consideration of other frame				
Module code: SEMT876(32)	Year module	NQF-level: 9			
Title: Perspectives on Semitic Lang	guages				
	Module outcomes:				
At the end of this module, students should be able to:					
<ul> <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> </ul>					
	esise this knowledge, and evaluate	it under aupenvision through well			
	tudy and evaluation of literature and e				
<ul> <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>					
Module code: SEMT991(224)	Year module	NQF-level: 10			
		NGF-level. 10			
Title: Semitic Languages: Thesis Module outcomes:					
Students should be able to:					
	atic and specialised knowledge a	s well as cohoront and critical			
	anguages as a discipline; analyse a				
	by means of well-developed collect				
	xisting research, and present it in the f				
	ed problems which are prominent in				
through the evaluation of the	ir own ethical frameworks, with due co	onsideration of other frameworks.			
	ir own ethical frameworks, with due co				
Module code: SEMT994(32)	Year module	NQF-level: 10			
Module code: SEMT994(32) Title: Perspectives on Semitic Lang	Year module				
Module code: SEMT994(32) Title: Perspectives on Semitic Lang Module outcomes:	Year module guages				
Module code: SEMT994(32) Title: Perspectives on Semitic Lang Module outcomes: At the end of this module, students	Year module guages	NQF-level: 10			
Module code: SEMT994(32) Title: Perspectives on Semitic Lang Module outcomes: At the end of this module, students • display extensive, systematic	Year module guages should be able to:	NQF-level: 10			
Module code:         SEMT994(32)           Title:         Perspectives on Semitic Lang           Module outcomes:         At the end of this module, students           •         display extensive, systematic           Semitic Languages as a disc	Year module guages s should be able to: c and specialised knowledge as well a	NQF-level: 10			
Module code: SEMT994(32) Title: Perspectives on Semitic Lang Module outcomes: At the end of this module, students display extensive, systematic Semitic Languages as a disc critically analyse and synth	Year module guages s should be able to: c and specialised knowledge as well a ipline, both orally and in writing;	NQF-level: 10 as coherent critical understanding of ite it independently through well-			
Module code:         SEMT994(32)           Title:         Perspectives on Semitic Lange           Module outcomes:         At the end of this module, students           •         display extensive, systematic           Semitic Languages as a disc         critically analyse and synth           developed collection skills, in         semiter	Year module guages should be able to: c and specialised knowledge as well a ipline, both orally and in writing; hesise this knowledge, and evalua	NQF-level: 10 as coherent critical understanding of the it independently through well- erature and existing research;			
Module code: SEMT994(32)           Title: Perspectives on Semitic Lange           Module outcomes:           At the end of this module, students           • display extensive, systematic           Semitic Languages as a disc           • critically analyse and synth           developed collection skills, in           • solve complex and undefine           through the evaluation of the	Year module guages should be able to: c and specialised knowledge as well a ipline, both orally and in writing; hesise this knowledge, and evalua idependent study and evaluation of lite	NQF-level: 10 as coherent critical understanding of the it independently through well- erature and existing research; Semitic Languages as a discipline			
Module code: SEMT994(32)           Title: Perspectives on Semitic Lange           Module outcomes:           At the end of this module, students           display extensive, systematic           Semitic Languages as a disc           critically analyse and synth           developed collection skills, in           solve complex and undefine	Year module guages should be able to: c and specialised knowledge as well a ipline, both orally and in writing; hesise this knowledge, and evalua idependent study and evaluation of lite ad problems which are prominent in	NQF-level: 10 as coherent critical understanding of the it independently through well- erature and existing research; Semitic Languages as a discipline			
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Module code: SEMT994(32)           Title: Perspectives on Semitic Lang           Module outcomes:           At the end of this module, students           • display extensive, systematic           Semitic Languages as a disc           • critically analyse and synth           developed collection skills, in           • solve complex and undefine           through the evaluation of the           Module code: TEKS321(12)           Title: Textual Criticism of the Old a           Module outcomes:           At the end of this module students           • conduct a scientific discussion           Testament;           • apply their theoretical insig           Hebrew/Aramaic OT or Gree           Module code: TEOL111(8)	Year module         guages         as should be able to:         c and specialised knowledge as well a         ipline, both orally and in writing;         hesise this knowledge, and evaluation of lite         dependent study and evaluation of lite         adependent study and evaluation of lite         rown ethical frameworks, with due composition         Semester 2         nd the New Testament         should be able to:         on on the theoretical aspects of textual         with through basic textual critical code         NT in support of the process of exect	NQF-level: 10 as coherent critical understanding of the it independently through well- erature and existing research; Semitic Languages as a discipline onsideration of other frameworks. NQF-level: 7 al criticism of the Old and the New ontrol of any variation unit in the gesis.			
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Module code: SEMT994(32)           Title: Perspectives on Semitic Lang           Module outcomes:           At the end of this module, students           display extensive, systematic           Semitic Languages as a disc           critically analyse and synth           developed collection skills, in           solve complex and undefine           through the evaluation of the           Module code: TEKS321(12)           Title: Textual Criticism of the Old a           Module outcomes:           At the end of this module students           conduct a scientific discussion           Testament;           apply their theoretical insig           Hebrew/Aramaic OT or Gree           Module outcomes:           At the end of this module, students           Title: Introduction to Theology           Module outcomes:           At the end of this module, students           have in-depth understanding           have in-depth understanding	Year module         guages         a should be able to:         c and specialised knowledge as well a         ipline, both orally and in writing;         hesise this knowledge, and evaluation of lite         adependent study and evaluation of lite         ad problems which are prominent in         ir own ethical frameworks, with due co         Semester 2         nd the New Testament         should be able to:         on on the theoretical aspects of textual         with through basic textual critical cod         k NT in support of the process of exect         Semester 1	NQF-level: 10 as coherent critical understanding of the it independently through well- erature and existing research; Semitic Languages as a discipline onsideration of other frameworks. NQF-level: 7 al criticism of the Old and the New ontrol of any variation unit in the gesis. NQF-level: 5			
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Module code: TEOL671(32)	Semester 2	NQF-level: 8		
Title: Mini Dissertation				
<ul> <li>Module outcomes:</li> <li>After completion of this module, students should be able to:</li> <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>				
Module code: TNAV671(8)	Semester 1	NQF-level: 8		
Title: Research Methodology				
<ul> <li>Module outcomes:</li> <li>At the end of this module students should be able to:</li> <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>				
Module code: TPTS321(12)	Semester 2	NQF-level: 7		
<ul> <li>Title: Theory and Practice of Translation</li> <li>Module outcomes:</li> <li>After completion of this module students should have:</li> <li>complete and systematic knowledge of various Bible translation theories as well as coherent understanding of the key terms, rules, concepts and principles in this field;</li> <li>sound knowledge of the main approaches to Bible translation and the ability to identify and apply them;</li> <li>complete understanding of the stages of Bible translation and the ability to apply them to suitable Bible texts;</li> </ul>				
extensive knowledge of the p	vractice of Bible translation.			

16 Oct 2015

File Reference: 7P/7.2.5/P-FT