

CALENDAR 2009

Faculty of Theology

NORTH-WEST UNIVERSITY

Potchefstroom Campus

Hierdie Jaarboek is ook in Afrikaans beskikbaar. Korrespondensie kan in Afrikaans of Engels gevoer word.

Please note that, owing to specific capacity constraints, the University reserves the right to select candidates for admission to certain fields of study. This means that prospective students who comply with the minimum requirements are not automatically admitted to the relevant courses.

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_e.html

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PLEASE MENTION YOUR UNIVERSITY NUMBER IN ALL CORRESPONDENCE

The General Academic Rules of the University, which all students have to observe and which apply to all the qualifications offered by the University, appear in a separate publication and are available on the web page.

Please note: Although the information in this Calendar has been compiled with the utmost care and accuracy, the Council and the Senate of the University accept no responsibility whatsoever for errors that may occur. It remains the personal and particular responsibility of all students to make a careful study of the class timetable and possible clashes before they finally decide on the selection of modules. If a clash occurs in the planned selection of a student, the relevant module combination is not permitted.

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FACULTY OF THEOLOGY : OFFICE BEARERS

DEAN – Prof dr A le R du Plooy. ThM, ThD (PU vir CHO)

DIRECTOR OF RESEARCH - Prof dr FP Viljoen. MA, ThD (PU vir CHO)

DIRECTOR OF THE SCHOOL OF BIBLICAL STUDIES AND ANCIENT LANGUAGES - Prof dr JJ Janse van Rensburg. MA, ThD (PU vir CHO)

DIRECTOR OF THE SCHOOL OF ECCLESIASTICAL STUDIES - Prof dr JM Vorster. MA, DPhil, ThD (PU vir CHO)

ADMINISTRATIVE MANAGER - Mrs A Moerdyk. HOD(S) (PU vir CHO)

FACULTY COUNCIL

Dean and directors: Proff drr A le R du Plooy (chairman), JJ J van Rensburg, JM Vorster and FP Viljoen

Qualification coordinators:
BA, BTh: Mr A Lamprecht and prof PJ Jordaan
Hons BA: Prof dr CFC Coetzee
Hons BTh: Prof dr PP Krüger
MDiv: Prof dr FW de Wet
Distance learning: Prof dr FP Viljoen

Subject group representatives: Proff drr HF van Rooy, GJC Jordaan, JM Vorster, BJ de Klerk, FW de Wet, GA Lotter, CFC Coetzee, TD Mashau, PJ Jordaan and mr A Lamprecht

Other members: Proff dr RS Letsosa, SJ van der Merwe, MR Dircksen, PH Fick, mnr ME Baloyi, di RS Hobyane, HL Moretsi, mevv MC de Lange en A Moerdyk

Representatives of other faculties:
Vaal Triangle: Prof dr HJM van Deventer

SCHOOL OF ECCLESIASTICAL STUDIES

Ecclesiology:

Prof dr A le R du Plooy (C) (ThM, ThD (PU vir CHO))

Prof dr JM Vorster (MA, DPhil, ThD (PU vir CHO))

Prof dr PH Fick (PhD (NWU))

Dogmatology:

Prof dr CFC Coetzee (C) (ThD (PU vir CHO))

Prof dr JM Vorster (MA, DPhil, ThD (PU vir CHO))

Mev MC de Lange (MA (PU vir CHO))

Practical Theology:

Prof dr BJ de Klerk (C) (BA, ThM, ThD, ThD (PU vir CHO))

Prof dr GA Lotter (D Min (Westminster), ThD (PU vir CHO))

Prof dr FW de Wet (ThB, ThM, ThD (PU vir CHO))

Prof dr RS Letsosa (ThB, MA (PU vir CHO), PhD (NWU))

Missiology:

Prof dr TD Mashau (C) (MA, PhD (PU vir CHO))

Prof dr SJ van der Merwe (BA, ThM, PhD (PU vir CHO))

SCHOOL OF BIBLICAL STUDIES AND ANCIENT LANGUAGES

Old Testament:

Prof dr HF van Rooy (C) (BA, MA, ThB, DLitt (PU vir CHO))

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

Mr ME Baloyi (BA, HOD, ThM (PU vir CHO))

New Testament:

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

Prof dr JJ J van Rensburg (MA, ThD (PU vir CHO))

Prof dr FP Viljoen (MA, ThD (PU vir CHO))

Semitics:

Mr A Lamprecht (C) (MA (UV))

Ds HL Moretsi (MTh (NWU))

Greek:

Prof PJ Jordaan (C) ((MA RAU) (BD UP) (D Litt et Phil RAU))

Ds RS Hobyane (MTh (NWU))

Latin:

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

Prof HP Fick (ThM (PU vir CHO))

COMMITTEES

The Faculty of Theology has the following committees:

COMMITTEE	CHAIRMAN
Executive Committee of the Faculty:	Prof dr A le R du Plooy
Research:	Prof dr FP Viljoen
PTP:	Prof dr JM Vorster
Teaching and Learning:	Prof dr FW de Wet
Advanced Degrees:	Prof dr FP Viljoen
Professional Services:	Prof dr GA Lotter
Information Management:	Prof dr GJC Jordaan
Distance Learning:	Proff dr FP Viljoen & Prof dr PH Fick
Ethics:	Prof dr JM Vorster
Monitoring: Telematic Programme	Prof dr A le R du Plooy

T.1 INTRODUCTORY REMARKS

According to the contractual relationship between the University and the Reformed Churches in South Africa (RCSA) with regard to the teaching of Theology, this discipline is presented at the Faculty of Theology in accordance with the following three Reformed Creeds: the Heidelberg Catechism, the *Confessio Belgica* and the Canons of Dordrecht.

T.1.1 AUTHORITY OF THE A RULES

Rules of the Faculty are liable to the General Academic Rules (A-rules) of the university and must be read together with the A-rules. The A-rules can be found on the university's website <http://www.nwu.ac.za>. Printed copies can be obtained from the Director of Academic Administration.

T.1.2 EVALUATION OF ACADEMIC LANGUAGE SKILLS

All new first-year students at the University must present themselves for a compulsory academic skills test so that their ability to function in an academic environment can be assessed.

The purpose of the test is to help students to identify weaknesses so that the necessary guidance can be provided.

This test is taken during the orientation period according to residences, but the courses are presented according to relevant faculties. Students who do not reside in university residences must also take the test. Such students must report to the office of the academic language proficiency programme on the different campuses to make the necessary arrangements to take the test.

The curriculum for which a student registers determines the language medium in which (a) the test is taken, and (b) the assistance offered. It will determine whether students register for AFNL116, AFNL126, ENGL116 or ENGL126.

If a student is identified as a candidate for one of the modules, the module must be passed before the student will be allowed to register for the second year.

T.1.3 SCHOOLS IN THE FACULTY

Subject groups are organised into schools within the Faculty. Each school is managed by a school director, and each subject group has a subject group chairman.

School	Subject Groups
School of Ecclesiastical Studies	Ecclesiology, Dogmatology, Practical Theology, Missiology
School of Biblical Studies and Ancient Languages	Old Testament, New Testament Semitics, Greek, Latin

T.1.4 QUALIFICATIONS, CODES AND CURRICULA

The University is authorised to award the following qualifications in the Faculty of Theology.

DELIVERY MODE (DM)	CURRICULUM	CURRICULUM CODE
Baccalaureus Theologiae (BTh)		
A basic introduction to and overview of Christian Theology and Ministry		
Qualification code: 341100		
F	Open curriculum (No new students as from 2007)	T300P
F	Bible Languages	T301P
F/T	Pastoral Counselling (No new students as from 2007)	T322P
T	Thematic programme (No new students as from 2007)	T306T
SWO	BTh (No new students as from 2007)	T307P
F/T and CA as in T.2.11	Biblical Studies	T331P
F/T and CA as in T.2.11	Church Planting	T332P
F/T and CA as in T.2.11	Ministry	T333P
F/T and CA as in T.2.11	Pastoral Counselling (No new students as from 2008)	T334P
F/T and CA as in T.2.11	Pastoral Counselling	T339P
F/T and CA as in T.2.11	Theological Principles	T335P
CA-GST	Greenwich School of Theology, England	T306T
Baccalaureus Artium in Biblical Counselling and Psychology (BA BCP)		
Basic introduction to Biblical Counselling and Psychology		
Qualification code: 100150		
F	Biblical counselling and Psychology	T100P

DELIVERY MODE	QUALIFICATION CODE	CURRICULUM	CURRICULUM CODE
Honours Baccalaureus Artium (Hons BA)			
An advanced qualification in Christian Theology or Bible Languages			
F/P/T	102140	Theology/Biblical Studies (No new students as from 2007)	T601P
F/P/T	102140	Theology/Biblical Studies	T624P
F/P	102141	Bible Languages with Specialisation in Bible Translation	T602P
F/P	102142	Latin	T625P
CA-BBC OF N	102140	Baptist Bible College Natal	T624P
CA-BI OF SA	102140	Bible Institute of SA	T624P
CA-CMI (CT)	102140	Church Ministries Institute (CT)	T624P
CA-CMI (GAU)	102140	Church Ministries Institute (Gauteng)	T624P
CA-GWC	102140	George Whitefield College	T613P
CA-JWTC	102140	John Wycliffe Theological College	T624P
CA-MTC	102140	Mukhanyo Theological College	T624P
CA-RTCU	102140	Reformed Theological College Uganda	T624P
CA-NETS	102140	Namibiese Evangeliese Teologiese Seminarium, Windhoek, Namibia	T624P
CA-HEFSIBA	102140	Hefsiba (Igreja Reformada Mozambique)	T624P
CA-GST	102140	Greenwich School of Theology	T622P
Honours Baccalaureus Theologiae (Hons BTh)			
An advanced qualification in Christian Theology and Ministry			

Introductory remarks

F and CA-GST	342100		T623P
Magister Divinitatis (MDiv)			
A professional qualification in Christian Theology and Ministry			
F and CA-GST	343100		T801P
Magister Theologiae (MTh)			
An advanced research study in Christian Theology and Ministry			
F/P	344102	Dogmatics	T802P
and	344103	Ethics	T803P
	344104	Homiletics	T804P
CA-GST	344105	Categetics	T805P
	344106	Church and Dogma History	T806P
	344107	Church Polity	T807P
	344108	Liturgics	T808P
	344109	Missiology	T809P
	344110	New Testament	T810P
	344111	Old Testament	T811P
	344112	Pastoral Studies	T812P

DELIVERY MODE	QUALIFICATION CODE	CURRICULUM	CURRICULUM CODE
Magister Artium (MA)			
An advanced research study in Christian Theology or Greek or Semitic Languages			
F/P	With dissertation (96 credits)		
and	103150	Dogmatics	T813P
	103151	Ethics	T814P
CA-GST	103152	Greek	T815P
and	103153	Homiletics	T816P
	103154	Catechetics	T817P
CA-CMI (CT)	103155	Church and Dogma History	T818P
and	103156	Church Polity	T819P
	103163	Latin – only full time and part time	T847P
CA-BISA	103157	Liturgics	T820P
and	103158	Missiology	T821P
	103159	New Testament	T822P
CA-GWC	103160	Old Testament	T823P
	103161	Pastoral Studies	T824P
	103162	Semitic Languages	T825P
With minidissertation (48 credits) (Not at Potchefstroom Campus)			
CA-GST	103150	Dogmatics	T826P
and	103151	Ethics	T827P
	103152	Greek	T833P
CA-CMI (CT)	103153	Homiletics	T828P
and	103154	Catechetics	T834P
	103155	Church and Dogma History	T829P
CA-BISA and	103156	Church Polity	T835P
	103157	Liturgics	T836P
	103158	Missiology	T830P
	103159	New Testament	T831P
	103160	Old Testament	T832P
	103161	Pastoral Studies	T837P
	103162	Semitic Languages	T838P

Introductory remarks

SWO-GWC	With minidissertation (48 credits) (ONLY GWC)		
	103150	Dogmatics	T839P
	103151	Ethics	T840P
	103153	Homiletics	T841P
	103155	Church and Dogma History	T842P
	103158	Missiology	T843P
	103159	New Testament	T844P
	103160	Old Testament	T845P
103161	Pastoral Studies	T846P	

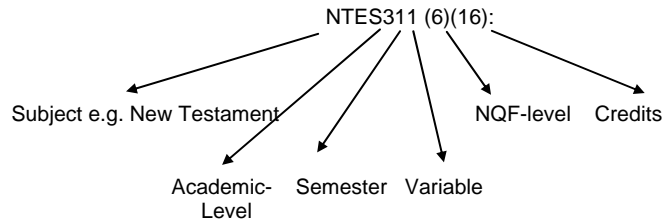
DELIVERY MODE	QUALIFICATION CODE	CURRICULUM	CURRICULUM CODE
Philosophiae Doctor (PhD)			
A specialist research study in Christian Theology or Greek or Semitic Languages			
F/P	307104	Dogmatics	T901P
and	307105	Ethics	T902P
CA-GST	307106	Greek	T903P
	307107	Homiletics	T904P
	307108	Catechetics	T905P
	307109	Church and Dogma History	T906P
	307110	Church Polity	T907P
	307117	Latin (only full time and part time)	T914P
	307111	Liturgics	T908P
	307112	Missiology	T909P
	307113	New Testament	T910P
	307114	Old Testament	T911P
	307115	Pastoral Studies	T912P
307116	Semitic Languages	T913P	

Abbreviations:

- DM = Delivery mode
 F = Full-time
 P = Part-time
 T = Telematic programme
 CA = Cooperation agreements

T.1.5 MODULES AND CREDITS

Each qualification consists of a number of modules, with credit values of 8 or multiples of 8. One credit represents an equivalent of 10 study hours. Each module code consists of a four-letter subject abbreviation, followed by 3 digits, and then two sets of digits in parentheses, e.g.



Also consult A-regulations A.1.38.

T.1.6 CLASS MEETINGS

As a general rule, the following holds:

For the first three semesters (two semesters at level 1 and the first semester at level 2), there is a maximum of two theory classes per week for each 8-credit module. For a 16-credit module, the maximum number of theory lectures is four per week.

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

T.1.7 RECOGNITION OF PRIOR LEARNING

The North-West University accepts the principle underlying outcomes-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 it has been obtained in 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.

In recognition of prior learning, the issue is the demonstrable knowledge and learning an applicant has obtained, either by going 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 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 given in terms of the applied skills the applicant demonstrates in the application with regard to the outcomes that must be achieved with the chosen programme.

The North-West University accepts that recognition of prior learning within the normal, existing policy on the allowance of recognition of credits to prospective

or existing students - whether of this or another institution - should and must be conducted validly, reliably and fairly.

When applying for recognition of prior learning, the applicant has to pay a nonrefundable administrative fee as periodically determined by the University.

T.1.8 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, whereupon proof of registration is issued.

T.1.9 EVALUATION OF ACADEMIC LITERACY

- a) 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.
- b) The test will be written in the language in which the programme is presented and for which the student has registered [Afrikaans or English]. 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.
- c) Students who are regarded as borderline cases, must register for the module AGLA111 [Afrikaans] or AGLE111 [English]. These modules are not calculated in terms of curriculum credits, but the credits earned in this way are regarded as additional credits.
- d) 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.
- e) 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.
- f) 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.

- g) 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.1.10 TRAINING OF MINISTERS: REFORMED CHURCHES OF SA

Students who wish to qualify and be eligible to be called as ministers in the Reformed Churches of South Africa *have* to 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 takes place during September and October of the year prior to the first year of study. (More information on this is available at the administrative office of the Theological School: Tel. 018-299 1846/7, Fax. 018-294 8952, e-mail Antoinett.Moerdyk@nwu.ac.za)

These students follow the prescribed academic programme that coincides 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, with recognition of the corresponding modules of Candidates 6.

T.1.11 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.1.12 EVALUATION

In the BTh, Honours, MDiv, MTh, MA and PhD programmes (excluding the minidissertations, 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 and summative evaluation are integrated in this process. For every examination, internal examiners and moderators are appointed by the Council 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 minidissertation, dissertation or thesis. This will be examined by at least two internal examiners and one external examiner, appointed by the Senate of the university.

T.1.13 EXAMINATION SUBMINIMUM, RATIO BETWEEN PARTICIPATION MARK AND EXAMINATION MARK

Module code	Participation mark: Examination mark	Participation sub minimum	Examination sub minimum
AFNV311(8)	50:50	40%	40%
AFNT112(8)	50:50	40%	40%
AKLR111(8)	50:50	35%	40%
ATSW112(8)	50:50	40%	40%
AZOE112(8)	50:50	40%	40%
BBTL671(16)	70:30	40%	45%
BBTL672(16)	70:30	40%	45%
BBTL673(24)	70:30	40%	45%
BYBI311(8)	70:30	40%	45%
BYBL111(8)	60:40	40%	45%
BYBL122(20)	70:30	40%	45%
BYBL211(16)	60:40	40%	45%
BYBL212(16)	60:40	40%	45%
BYBL221(24)	60:40	40%	45%
BYBL222(16)	60:40	40%	45%
BYBL311(24)	50:50	40%	45%
BYBL312(20)	50:50	40%	45%
BYBL321(24)	60:40	40%	45%
DOGM211(16)	50:50	40%	45%
DOGM221(16)	50:50	40%	45%
DOGM311(16)	50:50	40%	45%
DOGM321(8)	50:50	40%	45%
DOGM621(8)	50:50	40%	45%
DOGM671(24)	50:50	40%	45%
DOGM811(8)	50:50	40%	45%
DOGM821(8)	50:50	40%	45%
EKNP312(8)	50:50	40%	40%
ENSW311(8)	50:50	40%	40%
ENTR221(8)	50:50	40%	40%
ETIE121(8)	50:50	40%	45%
ETIE211(16)	50:50	40%	45%
ETIE311(16)	50:50	40%	45%
ETIE621(8)	50:50	40%	45%
ETIE671(24)	50:50	40%	45%
ETIE821(8)	50:50	40%	45%
ETIE875(8)	50:50	40%	45%
GRKS111(16)	70:30	40%	45%
GRKS121(16)	70:30	40%	45%
GRKS211(16)	70:30	40%	45%
GRKS221(16)	70:30	40%	45%
GRKS311(16)	70:30	40%	45%
GRKS321(16)	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%
GRMN111(8)	50:50	35%	40%

Introductory remarks

Module code	Participation mark: Examination mark	Participation sub minimum	Examination sub minimum
GRMN121(16)	50:50	40%	40%
HERM321(8)	70:30	40%	45%
HERM875(8)	50:50	40%	45%
HOML211(8)	50:50	40%	45%
HOML321(16)	50:50	40%	45%
HOML611(8)	50:50	40%	45%
HOML621(8)	50:50	40%	45%
HOML821(8)	50:50	40%	45%
KATE211(16)	50:50	40%	45%
KATE621(8)	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%
KDGE321(16)	50:50	40%	45%
KDGE611(8)	50:50	40%	45%
KDGE671(24)	25:75	40%	45%
KDGE821(8)	50:50	40%	45%
KERG611(8)	50:50	40%	45%
KERG671(16)	50:50	40%	45%
KERG811(8)	50:50	40%	45%
KERG875(8)	50:50	40%	45%
LATN111(8)	50:50	40%	45%
LATN121(16)	50:50	40%	45%
LATN211(16)	50:50	40%	45%
LATN221(24)	50:50	40%	45%
LATN311(24)	50:50	40%	45%
LATN321(32)	50:50	40%	45%
LATN671(24)	50:50	40%	45%
LATN672(24)	50:50	40%	45%
LATN673(24)	50:50	40%	45%
LATN674(24)	50:50	40%	45%
LATN675(24)	50:50	40%	45%
LATN676(24)	50:50	40%	45%
LATN677(24)	50:50	40%	45%
LATN678(24)	50:50	40%	45%
LITK221(16)	50:50	40%	45%
LITK611(8)	70:30	40%	45%
LITK671(16)	70:30	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)	60:40	40%	45%
MISS321(16)	50:50	40%	45%
MISS621(8)	50:50	40%	45%
MISS671(24)	50:50	40%	45%
MISS811(8)	50:50	40%	45%
MISS821(8)	50:50	40%	45%

Module code	Participation mark: Examination mark	Participation sub minimum	Examination sub minimum
MISS875(8)	50:50	40%	45%
NTES111(8)	60:40	40%	45%
NTES121(16)	70:30	40%	45%
NTES211(16)	70:30	40%	45%
NTES221(16)	70:30	40%	45%
NTES311(16)	50:50	40%	45%
NTES321(16)	50:50	40%	45%
NTES611(16)			
Afd A-C	70:30	40%	45%
Afd D-F	50:50	40%	45%
NTES621(8)	70:30	40%	45%
NTES672 (24)			
Afd A-C	70:30	40%	45%
Afd D-F	70:30	40%	45%
Afd G-H	50:50	40%	45%
NTES811(16)			
Afd A-C	70:30	40%	45%
Afd D-F	50:50	40%	45%
NTES821(8)	50:50	40%	45%
NTES875(16)	70:30	40%	45%
OTES111(8)	60:40	40%	45%
OTES121(16)	60:40	40%	45%
OTES211(16)	60:40	40%	45%
OTES221(16)	60:40	40%	45%
OTES311(16)	60:40	40%	45%
OTES321(16)	50:50	40%	45%
OTES611(16)	60:40	40%	45%
OTES621(8)	60:40	40%	45%
OTES672(24)	60:40	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%
PSGB211(8)	50:50	40% - or as shown in study guide	40%
PSIG131(8)	50:50	35% - or as shown in study guide	40%
PSIG151(8)	50:50	35% - or as shown in study guide	40%
PSIG161(8)	50:50	35% - or as shown in study guide	40%
PSIG211(16)	50:50	40% - or as shown in study guide	40%

Introductory remarks

Module code	Participation mark: Examination mark	Participation sub minimum	Examination sub minimum
PSIG241(8)	50:50	40% - or as shown in study guide	40%
PSIG251(8)	50:50	40% - or as shown in study guide	40%
PSIG252(8)	50:50	40% - or as shown in study guide	40%
PSIG261(8)	50:50	40% - or as shown in study guide	40%
PSIG311(16)	50:50	40% - or as shown in study guide	40%
PSIG323(16)	50:50	40% - or as shown in study guide	40%
PSIG342(8)	50:50	40% - or as shown in study guide	40%
PSIG353(8)	50:50	40% - or as shown in study guide	40%
PSIG363(8)	50:50	40% - or as shown in study guide	40%
RINL111(8)	40:60	35%	50%
SEMT111(16)	70:30	40%	45%
SEMT121(16)	70:30	40%	45%
SEMT211(16)	70:30	40%	45%
SEMT221(16)	70:30	40%	45%
SEMT311(16)	70:30	40%	45%
SEMT321(16)	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%
SEMT677(24)	70:30	40%	45%
TEOL121(8)	50:50	40%	45%
WTTL221(8)	50:50	40%	45%
WTTL311(8)	50:50	40%	45%

T.1.14 SUCCESSFUL COMPLETION OF A CURRICULUM

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

T.1.15 ACCREDITED INSTITUTIONS

The North-West University and the theological training institutes listed below have a contractual agreement, according to which certain degrees of the North-West University are presented in cooperation with these institutions. A person who wishes to study at the North-West University under this agreement has to apply on the prescribed application form. The application has to be recommended by the specific institution. When admission has been obtained, the student has to enrol for a degree (mentioning the specific qualification and curriculum codes).

Institutions accredited by the North-West University are the following:

Introductory remarks

	Institution	Headquarters	Qualifications
1.	Africa Center for the Great Commission*	Kenia	BTh
2.	Baptist Bible College of Natal	Durban, South Africa	BTh, Hons BA
3.	Bible Institute of SA	Kalk Bay, South Africa	BTh, Hons BA, MA
4.	Church Ministries Institute (CT)	Cape Town, South Africa	BTh, Hons BA, MA
5.	Church Ministries Institute (Gauteng)	Johannesburg, South Africa	BTh, Hons BA
6.	College ya Mojadi	Sannieshof, South Africa	BTh
7.	Dumisani Theological Institute and Bible School	Kingwilliamstown, South Africa	BTh, Hons BA
8.	George Whitefield College	Muizenberg, South Africa	BTh, Hons BA, MA
9.	Greenwich School of Theology	Clarborough, United Kingdom	BTh, Hons BA, Hons BTh, MA, MTh, PhD
10.	Hefsiba (Igreja Reformada Mozambique)	Lilongwe, Mozambique	BTh, Hons BA
11.	John Wycliffe Theological College	Randburg, South Africa	BTh, Hons BA
12.	Mukhanyo Bible College	KwaMahlanga, South Africa	BTh, Hons BA
13.	Reformed Theological College Uganda	Kampala, Uganda	BTh, Hons BA
14.	Namibiese Evangeliese Teologiese Seminarium	Windhoek, Namibia	BTh, Hons BA
15.	Trinity College of Nigeria	Eket, Nigeria	BTh
16.	Westminster Theological College*	Kampala, Uganda	BTh

* Governmental negotiation in process, in the meantime students must register telematic

T.2 BACCALAUREUS THEOLOGIAE (BTh)

This qualification can be obtained in one of the curricula described in paragraph T.1.4 by following a full-time or telematic study curriculum. The qualification is presented full time on the campuses of other theological training centres with which the Faculty of Theology has contractual agreements and where accredited academic personnel offer contact classes.

Students may change or adapt their curricula while studying, provided they have obtained written permission from the school director.

T.2.1 GENERAL

T.2.1.1 NQF-level and number of credits at the different levels

The BTh degree is an NQF level 6(7) qualification, consisting of 384 credits of which 128 credits are at level 5(a)(5), 128 at level 5(b)(6) and 128 at level 6(7).

T.2.1.2 Duration of study

The minimum duration of study for this qualification is three years' full-time study. The maximum duration is four years, which can be extended on request.

T.2.1.3 Programme: Christian Theology

The BTh degree is a basic introduction to and overview of Christian Theology and Ministry, aimed at people interested in ministry, pastoral counselling, Biblical studies, ethical orientation, establishing values, community development, as well as people 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 students: ethical aspects of human rights, creative Bible teaching 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. This programme equips students 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 this programme, job opportunities and the employment needs of the country were taken into consideration. The programme prepares students for specialised postgraduate studies.

T.2.1.4 Specific admission requirements

According to the general rule A.4.2.1, the admission requirement is full matric exemption. 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. However, the Faculty maintains the right to apply further screening, according to which results applications of candidates will be considered for admission.

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- T.2.1.5 Articulation and exit levels**
- T.2.1.5.1 Articulation for continued studies**
The BTh degree provides admission to Honours BTh (an average of at least 65% in the final year of BTh Bible Languages curriculum), Honours BA (Biblical Studies/Theology) or Honours BA (Bible Languages) (if the student had obtained enough credits in the specific Bible Language in BTh).
- T.2.1.5.2 Articulation to and from other institutions**
This is coordinated by the *Forum for University Theological Education (FUTE)*. This forum consists of delegates from Faculties of Theology and Departments of Religious Education from all the South African universities. Joint compilation of programmes, standards and curriculum outcomes are discussed here until consensus is reached.
- T.2.1.5.3 Exit levels**
None
- T.2.1.6 Examination (See A.8)**
- T.2.1.6.1 Composition of the 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.2.1.6.2 Examination entrance**
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 modules have been met.
- T.2.1.6.3 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 student 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.2.1.6.4 Module mark**
The module mark is calculated using participation and examination marks as indicated in the specific study guide.
- T.2.1.6.5 Pass requirements of the curricula**
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.2.1.6.6 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.2.1.7 List of modules

MODULE CODE	LEVEL	CR	SUBJECT NAME	TYPE OF MODULE	REQUIRED LEARNING
AFNL111	5a(5)	8	Afrikaans en Nederlands	Elective	
AFNL121	5b(6)	16	Afrikaans en Nederlands	Elective	
AFNT112	5a(5)	8	Afrikaans en Nederlands	Fundamental	
AFNV311	6(7)	8	Afrikaans vir die professies	Fundamental	
AGLA121	5a(5)	12	Akademiese Geletterdheid	Fundamental	
AGLE121	5a(5)	12	Academic Literacy	Fundamental	
AKLR111	5a(5)	8	Ancient Culture: Old Near East and Greece	Elective	
ATSW112	5a(5)	8	Dumela: Practical Setswana	Elective	
ATSW114	5(a)5	8	Setswana	Elective	
ATSW124	5b(6)	16	Setswana	Elective	
AZOE112	5a(5)	8	Sawubona: Practical Zoeloe	Elective	
DOGM211	5b(6)	16	Dogmatics	Elective	
DOGM221	5b(6)	16	Dogmatics	Elective	
DOGM311	6(7)	16	Dogmatics	Elective	TEOL121
DOGM321	6(7)	8	Dogmatics	Core	TEOL121
ENSW311	6(7)	8	English for the professions	Fundamental	
ENTR221	5b(6)	8	Creative Entrepreneurship	Fundamental	
ETIE121	5a(5)	8	Ethics	Core	
ETIE211	5b(6)	16	Ethics	Elective	ETIE121
ETIE311	6(7)	16	Ethics	Elective	
GRKS111	5a(5)	16	Greek	Core	
GRKS121	5a(5)	16	Greek	Elective	GRKS111
GRKS211	5b(6)	16	Greek	Elective	GRKS121
GRKS221	5b(6)	16	Greek	Elective	GRKS211
GRKS311	6(7)	16	Greek	Elective	GRKS221
GRKS321	6(7)	16	Greek	Elective	GRKS311
GRMN111	5a(5)	8	German	Elective	
GRMN121	5a(5)	16	German	Elective	GRMN111
HERM321	6(7)	8	Hermeneutics	Core	OTES111, NTES111, GRKS111, SEMT111
HOML211	5b(6)	8	Homiletics	Core	
KATE211	5b(6)	16	Catechetics	Elective	
KDGE121	5a(5)	8	Church and Dogma History	Core	
KDGE211	5b(6)	16	Church and Dogma History	Elective	
KDGE221	5b(6)	16	Church and Dogma History	Elective	
KDGE311	6(7)	16	Church and Dogma History	Elective	KDGE121
KDGE321	6(7)	16	Church and Dogma History	Elective	KDGE121
LATN111	5a(5)	8	Latin for all	Elective	
LATN121	5a(5)	16	Church and Legal Latin	Elective	LATN111
LATN211	5b(6)	16	Latin authors, Roman history 1	Elective	LATN121
LITK221	5b(6)	16	Liturgics	Elective	
MISS211	5b(6)	8	Missiology	Core	
MISS213	5b(6)	8	Missiology	Core	
MISS221	5b(6)	16	Missiology	Elective	
MISS311	6(7)	16	Missiology	Elective	MISS211
MISS312	6(7)	8	Missiology	Elective	MISS211
MISS321	6(7)	16	Missiology	Elective	MISS211
NTES111	5a(5)	8	New Testament	Core	
NTES121	5a(5)	16	New Testament	Elective	GRKS111 & NTES111

MODULE CODE	LEVEL	CR	SUBJECT NAME	TYPE OF MODULE	REQUIRED LEARNING
NTES211	5b(6)	16	New Testament	Elective	GRKS111 & NTES111
NTES221	5b(6)	16	New Testament	Elective	GRKS111& NTES111
NTES311	6(7)	16	New Testament	Elective	GRKS111 & NTES111
NTES321	6(7)	16	New Testament	Elective	GRKS111 & NTES111
OTES111	5a(5)	8	Old Testament	Core	
OTES121	5a(5)	16	Old Testament	Elective	SEMT111
OTES211	5b(6)	16	Old Testament	Elective	SEMT111
OTES221	5b(6)	16	Old Testament	Elective	SEMT111
OTES311	6(7)	16	Old Testament	Elective	SEMT111 & OTES111
OTES321	6(7)	16	Old Testament	Elective	SEMT111 & OTES111
PAST121	5a(5)	8	Pastoral Studies	Core	
PAST211	5b(6)	8	Pastoral Studies	Elective	
PAST221	5b(6)	16	Pastoral Studies	Elective	
PAST311	6(7)	16	Pastoral Studies	Elective	
PAST321	6(7)	16	Pastoral Studies	Elective	
PAST322	6(7)	24	Pastoral Studies	Elective	
PSIG131	5a(5)	8	Psychology	Elective	
PSIG151	5a(5)	8	Psychology	Elective	
PSIG241	5b(6)	8	Psychology	Elective	
PSIG251	5b(6)	8	Psychology	Elective	
PSIG261	5b(6)	8	Psychology	Elective	
PSIG342	6(7)	8	Psychology	Elective	
PSIG353	6(7)	8	Psychology	Elective	
PSIG363	6(7)	8	Psychology	Elective	
SEMT111	5a(5)	16	Semitic Languages	Core	
SEMT121	5a(5)	16	Semitic Languages	Elective	SEMT111
SEMT211	5b(6)	16	Semitic Languages	Elective	SEMT121
SEMT221	5b(6)	16	Semitic Languages	Elective	SEMT211
SEMT311	6(7)	16	Semitic Languages	Elective	SEMT221
SEMT321	6(7)	16	Semitic Languages	Elective	SEMT311
TEOL121	5a(5)	8	Intro to Theological Science	Core	
WTTL221	5b(6)	8	Theory of Science	Fundamental	
WTTL311	6(7)	8	Theory of Science	Fundamental	

T.2.1.8**Programme outcomes**

On the basis of an introduction to and overview of Christian Theology, students should be able to, :

- a) function effectively with regard to one or more of the following: valid interpretation and application of the Bible (with aids), ecclesiastical ministry, pastoral counselling, ethical orientation and establishment of values, community development.
- b) function in a multicultural and international context
- c) enrol for Honours BA (Biblical Studies/Theology)
- d) read, philologically analyse and interpret the Hebrew/Aramaic Old Testament, Greek New Testament and other contemporary Greek writings, the Vulgate and other Latin writings.

T.2.2 BTH : OPEN CURRICULUM (NO NEW STUDENTS ARE ACCEPTED FOR THIS CURRICULUM AS FROM 2007)

Qualification code: 341100 DM=F Curriculum code: T300P

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

T.2.2.1 Curriculum outcomes

On the basis of an introduction to and overview of Christian Theology, students should be able to:

- a) function effectively with regard to one or more of the following: valid interpretation and application of the Bible (with aids), ecclesiastical ministry, pastoral counselling, ethical orientation and establishment of values, community development.
- b) function in a multicultural and international context
- c) enrol for BA Honours (Biblical Studies/Theology).

T.2.2.2 Component modules of curriculum T300P

The modules are listed in T.2.1.7.

STUDY YEAR	FIRST SEMESTER		SECOND SEMESTER	
	Module code	CR	Module code	CR
1st year	GRKS111	16	ETIE121	8
	LEER111	8	KDGE121	8
	NTES111	8	NTES121 or SEMT121	16
	OTES111	8	OTES121 or GRKS121	16
	RINL111	8	PAST121	8
	SEMT111	16	TEOL121	8
2nd year	GRKS211 or OTES211	16	ENTR221	8
	HOML211 or KOMS112 or PSIG131 or PSIG151 or PSIG241 or PSIG342	8	GRKS221 or DOGM221 or OTES221	16
	KATE211 or ETIE211 ¹	16	MISS221	16
	MISS211	8	SEMT221 or NTES221	16
	SEMT211 or DOGM211 or NTES211	16	WTTL221	8
3rd year	AFNV311 or ENSW311 or ATSW112 or AZOE112 ²	8	DOGM321	8
	GRKS311 or OTES311 or DOGM311	16	GRKS321 or MISS321 or [PSIG353 and PSIG363]	16
	MISS311 or ETIE311	16	HERM321	8
	SEMT311 or PAST311 or NTES311	16	KDGE321 or OTES321 or PSIG323	16
	WTTL311	8	NTES321 or SEMT321 or [PSIG251 and PSIG261]	16

In the open curriculum, all OTES and NTES modules are available as either full-time or telematic modules. However, if fewer than 5 full-time students register for a module, they will be requested to change their registration to telematic.

¹ Students following the bridging course, must choose ETIE211.

- ² a) Students may not enrol for AFNV311 if a module(s) in Afrikaans, or Afrikaans and Dutch is already included in their curriculum. The university will not recognise AFNV311 as well as another module(s) in Afrikaans, or Afrikaans and Dutch within the same curriculum. The university will also not recognise credits earned for AFNV311 to be substituted for any other module.
- b) Students may not enrol for ENSW311 if a module in English is already included in their curriculum. The university will not recognise ENSW311 as well as another module(s) in English within the same curriculum. The university will also not recognise credits earned for ENSW311 to be substituted for any other module.
- c) Students may not enrol for ATSW112 if they have passed the matriculation examination in a Sotho language such as Tswana (Setswana), Southern-Sotho (Sesotho) or Northern-Sotho (Sepedi) as a first language, or speak one of these languages as a mother tongue, or have already included a module in Tswana within the curriculum. The university will not recognise ATSW112 as well as another module(s) in Tswana within the same curriculum. The university will also not recognise credits earned for ATSW112 to be substituted for any other module.
- d) Students may not enrol for AZOE112 if they have passed the matriculation examination in Zulu as a first language, or speak Zulu as a mother tongue, or a module in Zulu is already included in their curriculum. The university will also not recognise credits earned for AZOE112 to be substituted for any other module.

T.2.3 BTH : BIBLICAL STUDIES

Qualification code: 341100 DM=F/T/CA Curriculum code: T331P

Language medium: This curriculum is presented in English and Afrikaans for contact and telematic students.

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.2.3.1 Curriculum outcomes

Students who pass BTh Biblical Studies are 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 by means of aids and with consideration of the original context. This implies that they are able to do the following:
 - show that they have insight into the Particular 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)

T.2.3.2 Component modules of the curriculum T331P

STUDY YEAR	FIRST SEMESTER		SECOND SEMESTER	
	MODULE CODE	CR	MODULE CODE	CR
1st year	AKLR111	8	AGLA121/AGLE121	12
	GRKS111	16	KDGE121	8
	NTES111	8	NTES121	16
	OTES111	8	OTES121	16
	SEMT111	16	PAST121	8
			TEOL121	8
2nd year	DOGM211	16	DOGM221	16
	HOML211	8	ENTR221	8
	MISS211	8	MISS221	16
	NTES211	16	NTES221	16
	OTES211	16	OTES221	16
			WTTL221	8
3d year	AFNV311 ¹ or ENSW311 or ATSW112 or AZOE112 ²	8	DOGM321	8
	DOGM311	16	HERM321	8
	MISS312	8	KDGE221	16
	NTES311	16	NTES321	16
	OTES311	16	OTES321	16
		8		

¹ Students in the telematic programme must enrol for AFNT112.

- ² a) Students may not enrol for AFNV311 if a module(s) in Afrikaans, or Afrikaans and Dutch is already included in their curriculum. The university will not recognise AFNV311 as well as another module(s) in Afrikaans, or Afrikaans and Dutch within the same curriculum. The university will also not recognise credits earned for AFNV311 to be substituted for any other module.
- b) Students may not enrol for ENSW311 if a module in English is already included in their curriculum. The university will not recognise ENSW311 as well as another module(s) in English within the same curriculum. The university will also not recognise credits earned for ENSW311 to be substituted for any other module.
- c) Students may not enrol for ATSW112 if they have passed the matriculation examination in a Sotho language such as Tswana (Setswana), Southern-Sotho (Sesotho) or Northern-Sotho (Sepedi) as a first language, or speak one of these languages as a mother tongue, or have already included a module in Tswana within the curriculum. The university will not recognise ATSW112 as well as another module(s) in Tswana within the same curriculum. The university will also not recognise credits earned for ATSW112 to be substituted for any other module.
- d) Students may not enrol for AZOE112 if they have passed the matriculation examination in Zulu as a first language, or speak Zulu as a mother tongue, or a module in Zulu is already included in their curriculum. The university will also not recognise credits earned for AZOE112 to be substituted for any other module.

T.2.4 BTH : CHURCH PLANTING

Qualification code: 341100 DM=F/T/CA Curriculum code: T332P

Language medium: This curriculum is presented in English and Afrikaans for contact and telematic students.

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

T.2.4.1 Curriculum outcomes

Students who obtain BTh Church Planting are 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 by means of aids and with consideration of the original context. This implies that they are able to do the following:
 - show that they have insight into the Particular 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

T.2.4.2 Component modules of the curriculum T332P

STUDY YEAR	FIRST SEMESTER		SECOND SEMESTER	
	MODULE CODE	CR	MODULE CODE	CR
1st year	AKLR111	8	AGLA/AGLE121	12
	GRKS111	16	ETIE121	8
	NTES111	8	KDGE121	8
	OTES111	8	NTES121	16
	SEMT111	16	OTES121	16
			PAST121	8
			TEOL121	8
2nd year	ATSW114	8	ATSW124	16
	DOGM211	16	DOGM221	16
	HOML211	8	ENTR221	8
	MISS211	8	MISS221	16
	NTES211	16	WTTL221	8
	OTES211	16		
3d year	AFNV311 ¹ or ENSW311 or ATSW112 or AZOE112 ²	8	DOGM321	8
	KDGE211	16	HERM321	8
	MISS311	16	KDGE221	16
	PAST311	16	MISS321	16
	WTTL311	8	OTES221	16
			NTES221	16

¹ Students in the telematic programme must enrol for AFNT112.

- ² a) Students may not enrol for AFNV311 if a module(s) in Afrikaans, or Afrikaans and Dutch is already included in their curriculum. The university will not recognise AFNV311 as well as another module(s) in Afrikaans, or Afrikaans and Dutch within the same curriculum. The university will also not recognise credits earned for AFNV311 to be substituted for any other module.
- b) Students may not enrol for ENSW311 if a module in English is already included in their curriculum. The university will not recognise ENSW311 as well as another module(s) in English within the same curriculum. The university will also not recognise credits earned for ENSW311 to be substituted for any other module.
- c) Students may not enrol for ATSW112 if they have passed the matriculation examination in a Sotho language such as Tswana (Setswana), Southern-Sotho (Sesotho) or Northern-Sotho (Sepedi) as a first language, or speak one of these languages as a mother tongue, or have already included a module in Tswana within the curriculum. The university will not recognise ATSW112 as well as another module(s) in Tswana within the same curriculum. The university will also not recognise credits earned for ATSW112 to be substituted for any other module.
- d) Students may not enrol for AZOE112 if they have passed the matriculation examination in Zulu as a first language, or speak Zulu as a mother tongue, or a module in Zulu is already included in their curriculum. The university will also not recognise credits earned for AZOE112 to be substituted for any other module.

T.2.5 BTh : CHURCH MINISTRY

Qualification code: 341100 DM=F/T/CA Curriculum code: T333P

Language medium: This curriculum is presented in English and Afrikaans for contact and telematic students.

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

T.2.5.1 Curriculum outcomes

Students who obtain BTh Church Ministry are 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 and with consideration of the original context. This implies that they are able to do the following:
 - show that they have insight into the Particular Canonics and revelational significance of most Bible books and are able to study the rest of the books from this perspective
 - exploit any theme from the perspective of revelation history in the Bible
 - do exegesis of any pericope in a Bible book with a view to the ministry of the Word (preaching, catechesis and pastoral counselling)
- c) integrate basic theoretical principles for the fields of work in the church with their own approach to church ministry
- d) formulate and implement basic theories for the practice of church ministry

T.2.5.2 Component modules of the curriculum T333P

STUDY YEAR	FIRST SEMESTER		SECOND SEMESTER	
	MODULE CODE	CR	MODULE CODE	CR
1st year	AKLR111	8	AGLA/AGLE121	12
	GRKS111	16	ETIE121	8
	NTES111	8	KDGE121	8
	OTES111	8	NTES121	16
	SEMT111	16	OTES121	16
			PAST121	8
2nd year			TEOL121	8
	DOGM211	16	DOGM221	16
	HOML211	8	ENTR221	8
	MISS211	8	NTES221	16
	NTES211	16	OTES221	16
3rd year	OTES211	16	WTTL221	8
	AFNV311 ¹ or ENSW311 or ATSW112 or AZOE112 ²	8	DOGM321	8
	KATE211 ³	16	HERM321	8
	KDGE211	16	KDGE221	16
	MISS312	8	LITK221	16
	PAST311	16	PAST321	16
	WTTL311	8		

¹ Students in the telematic programme must enrol for AFNV112.

- ² a) Students may not enrol for AFNV311 if a module(s) in Afrikaans, or Afrikaans and Dutch is already included in their curriculum. The university will not recognise AFNV311 as well as another module(s) in Afrikaans, or Afrikaans and Dutch within the same curriculum. The university will also not recognise credits earned for AFNV311 to be substituted for any other module.
- b) Students may not enrol for ENSW311 if a module in English is already included in their curriculum. The university will not recognise ENSW311 as well as another module(s) in English within the same curriculum. The university will also not recognise credits earned for ENSW311 to be substituted for any other module.
- c) Students may not enrol for ATSW112 if they have passed the matriculation examination in a Sotho language such as Tswana (Setswana), Southern-Sotho (Sesotho) or Northern-Sotho (Sepedi) as a first language, or speak one of these languages as a mother tongue, or have already included a module in Tswana within the curriculum. The university will not recognise ATSW112 as well as another module(s) in Tswana within the same curriculum. The university will also not recognise credits earned for ATSW112 to be substituted for any other module.
- d) Students may not enrol for AZOE112 if they have passed the matriculation examination in Zulu as a first language, or speak Zulu as a mother tongue, or a module in Zulu is already included in their curriculum. The university will also not recognise credits earned for AZOE112 to be substituted for any other module.

³ Students following the bridging course must choose MISS311.

T.2.6 BTh : PASTORAL COUNSELLING (NO NEW STUDENTS ARE ACCEPTED FOR THIS CURRICULUM AS FROM 2009)

Qualification code: 341100 DM=F/T/CA Curriculum code: T334P

Language medium: This curriculum is presented in English and Afrikaans for contact and telematic students.

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

T.2.6.1 Curriculum outcomes

Students who obtain BTh Pastoral Counselling are 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 by means of aids in the original languages and with consideration of the original context. This implies that they are able to do the following:
 - show that they have insight into the Particular Canonics and revelational significance of most Bible books and are able to study the rest of the books from this perspective
 - exploit any theme from the perspective of revelation history in the Bible
 - do exegesis of any theme, problem and/or Bible text with a view to pastoral counselling.
- c) integrate basic theoretical principles of the essence and characteristic progress of the pastoral process with their own approach to pastoral counselling
- d) take the first steps in applying their pastoral skills in various pastoral situations

T.2.6.2 Component modules of the curriculum T334P (NO NEW STUDENTS ARE ACCEPTED FOR THIS CURRICULUM AS FROM 2009)

STUDY YEAR	FIRST SEMESTER		SECOND SEMESTER	
	MODULE CODE	CR	MODULE CODE	CR
1st year	GRKS111	16	ETIE121	8
	LEER111	8	NTES121	16
	NTES111	8	KDGE121	8
	OTES111	8	PAST121	8
	RINL111	8	OTES121	16
	SEMT111	16	TEOL121	8
2nd year	AKLR111	8	ENTR221	8
	ETIE211	16	NTES221	16
	MISS213	8	OTES221	16
	NTES211	16	PAST221	16
	OTES211	16	WTTL221	8
	PAST211	8		
3rd year	AFNV311 or ENSW311 or ATSW112 or AZOE112 ¹	8	DOGM321	8
	ETIE311	16	HERM321	8
	KATE211 ²	16	PAST321	16
	PAST311	16	PAST322	24
	WTTL311	8		

- ¹
- Students may not enrol for AFNV311 if a module(s) in Afrikaans, or Afrikaans and Dutch is already included in their curriculum. The university will not recognise AFNV311 as well as another module(s) in Afrikaans, or Afrikaans and Dutch within the same curriculum. The university will also not recognise credits earned for AFNV311 to be substituted for any other module.
 - Students may not enrol for ENSW311 if a module in English is already included in their curriculum. The university will not recognise ENSW311 as well as another module(s) in English within the same curriculum. The university will also not recognise credits earned for ENSW311 to be substituted for any other module.
 - Students may not enrol for ATSW112 if they have passed the matriculation examination in a Sotho language such as Tswana (Setswana), Southern-Sotho (Sesotho) or Northern-Sotho (Sepedi) as a first language, or speak one of these languages as a mother tongue, or have already included a module in Tswana within the curriculum. The university will not recognise ATSW112 as well as another module(s) in Tswana within the same curriculum. The university will also not recognise credits earned for ATSW112 to be substituted for any other module.
 - Students may not enrol for AZOE112 if they have passed the matriculation examination in Zulu as a first language, or speak Zulu as a mother tongue, or a module in Zulu is already included in their curriculum. The university will also not recognise credits earned for AZOE112 to be substituted for any other module.
- ² Students following the bridging course must choose MISS311.

T.2.7 BTH : PASTORAL COUNSELLING

Qualification code: 341100 DM=F/T/CA Curriculum code: T339P

Language medium: This curriculum is presented in English and Afrikaans for contact and telematic students.

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

T.2.7.1 Curriculum outcomes

Students who obtain BTh Pastoral Counselling are 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 by means of aids in the original languages and with consideration of the original context. This implies that they are able to do the following:
 - show that they have insight into the Particular Canonics and revelational significance of most Bible books and are able to study the rest of the books from this perspective
 - exploit any theme from the perspective of revelation history in the Bible
 - do exegesis of any theme, problem and/or Bible text with a view to pastoral counselling.
- c) integrate basic theoretical principles of the essence and characteristic progress of the pastoral process with their own approach to pastoral counselling
- d) take the first steps in applying their pastoral skills in various pastoral situations

T.2.7.2 Component modules of the curriculum T339P

STUDY YEAR	FIRST SEMESTER		SECOND SEMESTER	
	MODULE CODE	CR	MODULE CODE	CR
1st year	GRKS111	16	AGLA/AGLE121	12
	MISS213	8	ETIE121	8
	NTES111	8	NTES121	16
	OTES111	8	OTES121	16
	SEMT111	16	PAST121	8
			TEOL121	8
2nd year	AFNL111/ENGL111	8	AFNL121/ENGL121	16
	ETIE211	16	ENTR221	8
	NTES211	16	NTES221	16
	OTES211	16	OTES221	16
	PAST211	8	PAST221	16
		WTTL221	8	
3rd year	AFNL211/ENGL211	16	AFNL221/ENGL221	24
	AFNV311 ¹ or ENSW311 or ATSW112 or AZOE112 ²	8	PAST321	16
	KATE211 ³	16	PAST322	24
	PAST311	16		
	WTTL311	8		

¹ Students in the telematic programme must enrol for AFNT112.

- ² a) Students may not enrol for AFNV311 if a module(s) in Afrikaans, or Afrikaans and Dutch is already included in their curriculum. The university will not recognise AFNV311 as well as another module(s) in Afrikaans, or Afrikaans and Dutch within the same curriculum. The university will also not recognise credits earned for AFNV311 to be substituted for any other module.
- b) Students may not enrol for ENSW311 if a module in English is already included in their curriculum. The university will not recognise ENSW311 as well as another module(s) in English within the same curriculum. The university will also not recognise credits earned for ENSW311 to be substituted for any other module.
- c) Students may not enrol for ATSW112 if they have passed the matriculation examination in a Sotho language such as Tswana (Setswana), Southern-Sotho (Sesotho) or Northern-Sotho (Sepedi) as a first language, or speak one of these languages as a mother tongue, or have already included a module in Tswana within the curriculum. The university will not recognise ATSW112 as well as another module(s) in Tswana within the same curriculum. The university will also not recognise credits earned for ATSW112 to be substituted for any other module.
- d) Students may not enrol for AZOE112 if they have passed the matriculation examination in Zulu as a first language, or speak Zulu as a mother tongue, or a module in Zulu is already included in their curriculum. The university will also not recognise credits earned for AZOE112 to be substituted for any other module.

³ Students following the bridging course must choose MISS311.

T.2.8 BTH : THEOLOGICAL FOUNDATIONS

Qualification code: 341100 DM=F/T/CA Curriculum code: T335P

Language medium: This curriculum is presented in English and Afrikaans for contact and telematic students.

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

T.2.8.1 Curriculum outcomes

Students who obtain BTh Theological Principles are 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 by means of aids and with consideration of the original context. This implies that they are able to do the following:
 - show that they have insight into the Particular 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

T.2.8.2 Component modules of the curriculum T335P

STUDY YEAR	FIRST SEMESTER		SECOND SEMESTER	
	MODULE CODE	CR	MODULE CODE	CR
1st year	AKLR111	8	AGLA/AGLE121	12
	GRKS111	16	ETIE121	8
	NTES111	8	KDGE121	8
	OTES111	8	NTES121	16
	SEMT111	16	OTES121	16
			PAST121	8
2nd year			TEOL121	8
	DOGM211	16	DOGM221	16
	ETIE211	8	ENTR221	8
	KDGE211	16	KDGE221	16
	MISS211	8	NTES221	16
3rd year	NTES211	16	WTTL221	8
	AFNV311 ¹ or ENSW311 or ATSW112 or AZOE112 ²	8	DOGM321	8
	DOGM311	16	HERM321	8
	ETIE311	16	KDGE321	16
	KDGE311	16	MISS221	16
	OTES211	16	OTES221	16
	WTTL311	8		

¹ Students in the telematic programme must enrol for AFNT112.

- ² a) Students may not enrol for AFNV311 if a module(s) in Afrikaans, or Afrikaans and Dutch is already included in their curriculum. The university will not recognise AFNV311 as well as another module(s) in Afrikaans, or Afrikaans and Dutch within the same curriculum. The university will also not recognise credits earned for AFNV311 to be substituted for any other module.
- b) Students may not enrol for ENSW311 if a module in English is already included in their curriculum. The university will not recognise ENSW311 as well as another module(s) in English within the same curriculum. The university will also not recognise credits earned for ENSW311 to be substituted for any other module.
- c) Students may not enrol for ATSW112 if they have passed the matriculation examination in a Sotho language such as Tswana (Setswana), Southern-Sotho (Sesotho) or Northern-Sotho (Sepedi) as a first language, or speak one of these languages as a mother tongue, or have already included a module in Tswana within the curriculum. The university will not recognise ATSW112 as well as another module(s) in Tswana within the same curriculum. The university will also not recognise credits earned for ATSW112 to be substituted for any other module.
- d) Students may not enrol for AZOE112 if they have passed the matriculation examination in Zulu as a first language, or speak Zulu as a mother tongue, or a module in Zulu is already included in their curriculum. The university will also not recognise credits earned for AZOE112 to be substituted for any other module.

T.2.9 BTH : BIBLE LANGUAGES

Qualification code: 341100 DM=F Curriculum code: T301P

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

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

T.2.9.1 Curriculum outcomes

Students have to 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 aids), 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) enrol for Honours BTh.

T.2.9.2 Component modules of the curriculum T301P

STUDY YEAR	FIRST SEMESTER		SECOND SEMESTER	
	MODULE CODE	CR	MODULE CODE	CR
1st year	AKLR111 ¹	8	AGLA/AGLA121	12
	GRKS111	16	ETIE121	8
	NTES111	8	GRKS121	16
	OTES111	8	KDGE121	8
	SEMT111	16	PAST121	8
			SEMT121	16
2nd year			TEOL121 ²	8
	GRKS211	16	ENTR221	8
	HOML211	8	GRKS221	16
	LATN111 ³	8	LATN121 ⁴	16
	MISS211	8	SEMT221	16
	16	WTTL221	8	
3rd year	AFNV311 or ENSW311 or ATSW112 or AZOE112 ⁵	8	DOGM321	8
	GRKS311	16	GRKS321	16
	GRMN111 ⁶	8	GRMN121 ⁷	16
	LATN211 ⁸	16	HERM321	8
	SEMT311	16	KDGE321	16
	WTTL311	8	SEMT321	16

¹ ALKR111 may be substituted, but it is a prerequisite for admission to Hons BTh.

² TEOL121(5)(8) gives eight credits to Dogmatics.

³ Latin may be substituted, but it is a prerequisite for admission to Hons BTh.

⁴ Latin may be substituted but it is a prerequisite for admission to Hons BTh.

⁵ a) Students may not enrol for AFNV311 if a module(s) in Afrikaans, or Afrikaans and Dutch is already included in their curriculum. The university will not recognise AFNV311 as well as another module(s) in Afrikaans, or Afrikaans and Dutch within the same curriculum. The university will also not recognise credits earned for AFNV311 to be substituted for any other module.

b) Students may not enrol for ENSW311 if a module in English is already included in their curriculum. The university will not recognise ENSW311 as well as another module(s) in English within the same curriculum. The university will also not recognise credits earned for ENSW311 to be substituted for any other module.

c) Students may not enrol for ATSW112 if they have passed the matriculation examination in a Sotho language such as Tswana (Setswana), Southern-Sotho (Sesotho) or Northern-Sotho (Sepedi) as a first language, or speak one of these languages as a mother tongue, or have already included a module in Tswana within the curriculum. The university will not recognise ATSW112 as well as another module(s) in Tswana within the same curriculum. The university will also not recognise credits earned for ATSW112 to be substituted for any other module.

d) Students may not enrol for AZOE112 if they have passed the matriculation examination in Zulu as a first language, or speak Zulu as a mother tongue, or a module in Zulu is already included in their curriculum. The university will also not recognise credits earned for AZOE112 to be substituted for any other module.

⁶ Students who wish to register for BTh at NWU must study either GRMN111 & GRMN121 or another European language (for Afrikaans mother tongue speakers), or either AFNT111 & AFTN121 or another European language (for non-Afrikaans mother tongue speakers) in their third year.

⁷ Students who wish to register for BTh at NWU must study either GRMN111 & GRMN121 or another European language (for Afrikaans mother tongue speakers), or either AFNT111 & AFTN121 or another European language (for non-Afrikaans mother tongue speakers) in their third year.

⁸ Latin may be substituted, but it is a prerequisite for admission to Hons BTh.

T.2.10 BTH : PASTORAL COUNSELLING (NO NEW STUDENTS ARE ACCEPTED FOR THIS CURRICULUM AS FROM 2007)

Qualification code: 341100 DM=F/T Curriculum code: T322P

Language medium: This curriculum is presented in English and Afrikaans for contact and telematic students.

T.2.10.1 Curriculum outcomes

Students have to 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: pastoral counselling, valid interpretation and application of the Bible (with aids), ethical orientation and establishment of values, community development.
- b) function in a multicultural and international context
- c) enrol for BA Honours (Biblical Studies/Theology).

T.2.10.2 Component modules of the curriculum T322P

The modules are listed in T.2.1.7.

STUDY YEAR	FIRST SEMESTER		SECOND SEMESTER	
	Module code	CR	Module code	CR
1st year	GRKS111	16	ETIE121	8
	LEER111	8	KDGE121	8
	NTES111	8	NTES121	16
	OTES111	8	OTES121	16
	RINL111	8	PAST121	8
	SEMT111	16	TEOL121	8
2nd year	OTES211	16	ENTR221	8
	NTES211	16	OTES221	16
	ETIE211	16	PAST221	16
	PAST211	8	NTES221	16
	MISS211	8	WTTL221	8
3rd year	AFNV311 or ENSW311 or ATSW112 or AZOE112 ¹	8	DOGM321	8
	ETIE311	16	HERM321	8
	KATE211 ² or MISS311	16	PAST321	24
	PAST311	16	PAST322	24
	WTTL311	8		

- ¹
- Students may not enrol for AFNV311 if a module(s) in Afrikaans, or Afrikaans and Dutch is already included in their curriculum. The university will not recognise AFNV311 as well as another module(s) in Afrikaans, or Afrikaans and Dutch within the same curriculum. The university will also not recognise credits earned for AFNV311 to be substituted for any other module.
 - Students may not enrol for ENSW311 if a module in English is already included in their curriculum. The university will not recognise ENSW311 as well as another module(s) in English within the same curriculum. The university will also not recognise credits earned for ENSW311 to be substituted for any other module.
 - Students may not enrol for ATSW112 if they have passed the matriculation examination in a Sotho language such as Tswana (Setswana), Southern-Sotho (Sesotho) or Northern-Sotho (Sepedi) as a first language, or speak one of these languages as a mother tongue, or have already included a module in Tswana within the curriculum. The university will not recognise ATSW112 as well as another module(s) in Tswana within the same curriculum. The university will also not recognise credits earned for ATSW112 to be substituted for any other module.
 - Students may not enrol for AZOE112 if they have passed the matriculation examination in Zulu as a first language, or speak Zulu as a mother tongue, or a module in Zulu is already included in their curriculum. The university will also not recognise credits earned for AZOE112 to be substituted for any other module.
- ² Students following the bridging course must choose MISS311.

T.2.11 BTH : TELEMATIC PROGRAMME (NO NEW STUDENTS ARE ACCEPTED FOR THIS CURRICULUM AS FROM 2007)

Qualification code: 341100 DM=T Programme code: T306T

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

T.2.11.1 Curriculum outcomes

Students have to 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 aids), ecclesiastical ministry, pastoral counselling, ethical orientation and establishment of values, community development.
- b) function in a multicultural and international context
- c) enrol for Honours BA (Biblical Studies/Theology)

T.2.11.2 Component modules of the curriculum

The modules are listed in T.2.1.7.

Students must contact the professor of the subject in the case of GRKS311, GRKS321; SEMT311 and SEMT321.

STUDY YEAR	FIRST SEMESTER		SECOND SEMESTER	
	Module code	CR	Module code	CR
1 st year	GRKS111	16	ETIE121	8
	LEER111	8	KDGE121	8
	NTES111	8	NTES121 or SEMT121	16
	OTES111	8	OTES121 or GRKS121	16
	RINL111 ¹	8	PAST121	8
	SEMT111	16	TEOL121	8
2 nd year	GRKS211 or OTES211	16	ENTR221	8
	HOML211 or LATN111 or AKLR111	8	GRKS221 or DOGM221 or OTES221	16
	KATE211 ² or ETIE211	16	MISS221 or LITK221 or LATN121	16
	MISS211	8	SEMT221 or NTES221 or KDGE221	16
	SEMT211 or DOGM211 or NTES211 or KDGE211	16	WTTL221	8
3 rd year	AFNV311 or ENSW311 or ATSW112 or AZOE112 ³	8	DOGM321	8
	GRKS311 or OTES311 or KDGE311	16	GRKS321 or MISS321	16
	MISS311 or ETIE311	16	HERM321	8
	SEMT311 or PAST311 or NTES311	16	KDGE321 or OTES321	16
	WTTL311	8	NTES321 or SEMT321	16

¹ Students in the telematic programme are exempted from RINL111 until a telematic version of the module is developed.

² Students following the bridging course, must choose ETIE211.

- ³
- Students may not enrol for AFNV311 if a module(s) in Afrikaans, or Afrikaans and Dutch is already included in their curriculum. The university will not recognise AFNV311 as well as another module(s) in Afrikaans, or Afrikaans and Dutch within the same curriculum. The university will also not recognise credits earned for AFNV311 to be substituted for any other module.
 - Students may not enrol for ENSW311 if a module in English is already included in their curriculum. The university will not recognise ENSW311 as well as another module(s) in English within the same curriculum. The university will also not recognise credits earned for ENSW311 to be substituted for any other module.
 - Students may not enrol for ATSW112 if they have passed the matriculation examination in a Sotho language such as Tswana (Setswana), Southern-Sotho (Sesotho) or Northern-Sotho (Sepedi) as a first language, or speak one of these languages as a mother tongue, or have already included a module in Tswana within the curriculum. The university will not recognise ATSW112 as well as another module(s) in Tswana within the same curriculum. The university will also not recognise credits earned for ATSW112 to be substituted for any other module.
 - Students may not enrol for AZOE112 if they have passed the matriculation examination in Zulu as a first language, or speak Zulu as a mother tongue, or a module in Zulu is already included in their curriculum. The university will also not recognise credits earned for AZOE112 to be substituted for any other module.

T.2.12 BTH : ACCREDITED INSTITUTIONS

Qualification code : 341100 Curriculum code : See T.1.4

Cooperation agreements with:	DM
Africa Center for the Great Commission*	CA-ACGC
Baptist Bible College of Natal	CA-BBC OF N
Bible Institute of SA	CA-BI OF SA
Church Ministries Institute (CT)	CA-CMI (CT)
Church Ministries Institute (Gauteng)	CA-CMI (GAU)
College ya Mojadi	CA-CYM
Dumisani Theological Institute and Bible School	CA-DTI & BS
George Whitefield College	CA-GWC
Greenwich School of Theology	CA-GST
Hefsiba (Igreja Reformada Mozambique)	CA-HEFSIBA
John Wycliffe Theological College	CA-JWTC
Mukhanyo Bible College	CA-MTC
Reformed Theological College Uganda	CA-RTCU
Namibiese Evangeliese Teologiese Seminarium	CA-NETS
Trinity College of Nigeria, Eket, Nigeria	CA-TC OF N
Westminster Theological College, Uganda*	CA-WTC

* Governmental negotiation in process, in the meantime students must register telematic

T.2.12.1 Curriculum outcomes

Students have to 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 aids), ecclesiastical ministry, pastoral counselling, ethical orientation and establishment of values, community development.
- b) function in a multicultural and international context
- c) enrol for Honours BA (Biblical Studies/Theology)

T.2.12.2 Component modules of curriculum T307P (No new students are accepted for this curriculum as from 2007)

STUDY YEAR	FIRST SEMESTER		SECOND SEMESTER	
	Module code	CR	Module code	CR
1st year	GRKS111	16	ETIE121	8
	LEER111	8	KDGE121	8
	NTES111	8	PAST121	8
	OTES111	8	TEOL121	8
	RINL111	8	Any THREE modules chosen from: GRKS121,OTES121,SEMT121,NTES121	2x16
2nd year	SEMT111	16		
	HOML211	8	ENTR221	8
	MISS211	8	WTTL221	8
	Any THREE modules chosen from: GRKS211,OTES211,SEMT211,KDGE211, NTES211,DOGM211,KATE211,ETIE211 ¹	3x16	Any THREE modules chosen from: GRKS221,DOGM221,OTES221,SEMT221, NTES221,KDGE221,MISS221,LITK221	3x16
3rd year	AFNV311 or ENSW311 or ATSW112 or AZOE112 ²	8	DOGM321	8
	WTTL311	8	HERM321	8
	Any THREE modules chosen from: GRKS311,OTES311,KDGE311,SEMT311, PAST311,NTES311,MISS311,ETIE311, DOGM311	3x16	Any THREE modules chosen from: GRKS321,MISS321,SEMT321,NTES321, KDGE321,OTES321,HOML321	3x16

¹ Students following the bridging course cannot choose KATE211.

- ² a) Students may not enrol for AFNV311 if a module(s) in Afrikaans, or Afrikaans and Dutch is already included in their curriculum. The university will not recognise AFNV311 as well as another module(s) in Afrikaans, or Afrikaans and Dutch within the same curriculum. The university will also not recognise credits earned for AFNV311 to be substituted for any other module.
- b) Students may not enrol for ENSW311 if a module in English is already included in their curriculum. The university will not recognise ENSW311 as well as another module(s) in English within the same curriculum. The university will also not recognise credits earned for ENSW311 to be substituted for any other module.
- c) Students may not enrol for ATSW112 if they have passed the matriculation examination in a Sotho language such as Tswana (Setswana), Southern-Sotho (Sesotho) or Northern-Sotho (Sepedi) as a first language, or speak one of these languages as a mother tongue, or have already included a module in Tswana within the curriculum. The university will not recognise ATSW112 as well as another module(s) in Tswana within the same curriculum. The university will also not recognise credits earned for ATSW112 to be substituted for any other module.
- d) Students may not enrol for AZOE112 if they have passed the matriculation examination in Zulu as a first language, or speak Zulu as a mother tongue, or a module in Zulu is already included in their curriculum. The university will also not recognise credits earned for AZOE112 to be substituted for any other module.

T.2.13 BTH : GREENWICH SCHOOL OF THEOLOGY (NO NEW STUDENTS ARE ACCEPTED FOR THIS CURRICULUM AS FROM 2007)

Qualification code: 341100 DM=CA-GST Programme code: T306T

T.2.13.1 Curriculum outcomes

Students have to 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 aids), ecclesiastical ministry, pastoral counselling, ethical orientation and establishment of values, community development.
- b) function in a multicultural and international context
- c) enrol for Honours BA (Biblical Studies/Theology)

T.2.13.2 Component modules of the curriculum (telematic learning)

The modules are listed in T.2.1.7.

STUDY YEAR	FIRST SEMESTER		SECOND SEMESTER	
	Module code	CR	Module code	CR
1 st year	GRKS111	16	ETIE121	8
	LEER111	8	KDGE121	8
	NTES111	8	NTES121 or SEMT121	16
	OTES111	8	OTES121 or GRKS121	16
	RINL111 ¹	8	PAST121	8
	SEMT111	16	TEOL121	8
2 nd year	GRKS211 or OTES211	16	ENTR221	8
	SEMT211 or KDGE211 or NTES211 or DOGM211	16	GRKS221 or DOGM221 or OTES221	16
	KATE211 or ETIE211 ²	16	MISS221 or LITK221 or LATN121	16
	HOML211 or LATN111 or AKLR111	8	SEMT221 or NTES221 or KDGE221	16
	MISS211	8	WTTL221	8
3 rd year	AFNV311 or ENSW311 or ATSW112 or AZOE112 ³	8	DOGM321	8
	GRKS311 or OTES311 or KDGE311	16	HERM321	8
	MISS311 or ETIE311	16	GRKS321 or MISS321	16
	SEMT311 or PAST311 or NTES311	16	KDGE321 or OTES321	16
	WTTL311	8	NTES321 or SEMT321	16

¹ Students are exempted from RINL111 until a telematic version of the module is developed.

² Students that follow the bridge course must take ETIE211.

- ³ a) Students may not enrol for AFNV311 if a module(s) in Afrikaans, or Afrikaans and Dutch is already included in their curriculum. The university will not recognise AFNV311 as well as another module(s) in Afrikaans, or Afrikaans and Dutch within the same curriculum. The university will also not recognise credits earned for AFNV311 to be substituted for any other module.
- b) Students may not enrol for ENSW311 if a module in English is already included in their curriculum. The university will not recognise ENSW311 as well as another module(s) in English within the same curriculum. The university will also not recognise credits earned for ENSW311 to be substituted for any other module.
- c) Students may not enrol for ATSW112 if they have passed the matriculation examination in a Sotho language such as Tswana (Setswana), Southern-Sotho (Sesotho) or Northern-Sotho (Sepedi) as a first language, or speak one of these languages as a mother tongue, or have already included a module in Tswana within the curriculum. The university will not recognise ATSW112 as well as another module(s) in Tswana within the same curriculum. The university will also not recognise credits earned for ATSW112 to be substituted for any other module.
- d) Students may not enrol for AZOE112 if they have passed the matriculation examination in Zulu as a first language, or speak Zulu as a mother tongue, or a module in Zulu is already included in their curriculum. The university will also not recognise credits earned for AZOE112 to be substituted for any other module.

T.3 BACCALAUREUS ARTIUM (BA)

Qualification code 100150 DM=F Curriculum code: T100P

Language medium: This curriculum is presented in English and Afrikaans for contact students

T.3.1 BA BIBLICAL COUNSELLING AND PSYCHOLOGY

T.3.1.1 Curriculum outcomes

- a) Students will develop an understanding of human development and functioning within a diverse social context.
- b) Students will apply their knowledge and understanding of a valid explanation of the Bible in counselling and in judging ethical questions.
- c) Students will be capable of applying the above-mentioned knowledge in counselling in order to optimise human functioning.

T.3.1.2 Articulation and exit levels

The Baccalaureus Artium degree provides entrance to the Honours degree in Pastoral Counselling or Psychology. After completion of the second or third year (BA), students may apply for admission to the degree Baccalaureus Psychologiae. After completion of the third year (BA), students may apply for admission to Honours BA (Theology).

T.3.1.3 Examination (See A.8)

T.3.1.3.1 Composition of the 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.3.1.3.2 Examination entrance

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 modules have been met.

T.3.1.3.3 Participation voucher and participation mark

A participation voucher, which grants the holder entrance to the exam in a module, will only be issued after a student 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.3.1.3.4 Module mark

The module mark is calculated using the participation mark and the examination mark as indicated in the specific study guide.

Students registered for a degree at this university for the first time, and who do not obtain the module mark required for passing the module, can still obtain a module mark of 50% if they score at least 50% in the examination.

T.3.1.3.5 Pass requirements of the curriculum

The sub minimum participation mark and examination mark for all modules are 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 component modules.

T.3.1.3.6 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.3.1.4 List of modules

MODULE CODE	LEVEL	CREDITS	SUBJECT NAME	REQUIRED LEARNING
AGLA121	5a(5)	12	Akademiese Geletterdheid	
AGLE121	5a(5)	12	Academic Literacy	
AKLR111	5a(5)	8	Ancient culture	
BYBI311	6(7)	8	Bible interpretation	
BYBL111	5a(5)	8	Biblical Studies	
BYBL122	5a(6)	20	Biblical Studies	
BYBL212	5b(6)	16	Biblical Studies	
BYBL222	5b(6)	16	Biblical Studies	
BYBL311 (Only for 2009)	6(7)	24	Biblical Studies	
BYBL312(Only from 2010)	6(7)	20	Biblical Studies	
BYBL321	6(7)	24	Biblical Studies	
DOGM221	5b(6)	16	Dogmatics	
ENTR221	5b(6)	8	Creative Entrepreneurship	
ETIE121	5a(5)	8	Ethics	
HERM321	6(7)	5	Introduction to Theological Hermeneutics	OTES111, NTES111, GRKS111, SEMT111
MISS213	5b(6)	8	Missiology	
PAST121	5a(5)	8	Pastoral Studies	
PAST211	5b(6)	8	Pastoral Studies	
PAST221	5b(6)	16	Pastoral Studies	
PAST311	6(7)	16	Pastoral Studies	
PAST321	6(7)	16	Pastoral Studies	
PAST322	6(7)	16	Pastoral Studies	
PSGB211	5b(6)	8	Psychology	
PSIG131	5a(5)	8	Psychology	
PSIG151	5a(5)	8	Psychology	
PSIG161	5a(5)	8	Psychology	
PSIG211	5b(6)	16	Psychology	
PSIG241	5b(6)	8	Psychology	
PSIG251	5b(6)	8	Psychology	
PSIG252	5b(6)	8	Psychology	
PSIG261	5b(6)	8	Psychology	
PSIG311	6(7)	16	Psychology	
PSIG323	6(7)	16	Psychology	
PSIG342	6(7)	8	Psychology	
PSIG353	6(7)	8	Psychology	
PSIG363	6(7)	8	Psychology	
WTTL221	5b(6)	8	Theory of science	
WTTL311	6(7)	8	Theory of science	

T.3.1.5 Component modules of curriculum T100P (No new students are accepted for this curriculum as from 2008)

STUDY YEAR	FIRST SEMESTER		SECOND SEMESTER	
	Module code	CR	Module code	CR
1st year	AKLR111	8	BYBL121	16
	BYBL111	8	DOGM221	16
	KOMS112	8	ETIE121	8
	LEER111	8	PAST121	8
	MISS212	8	PSIG151	8
	PSIG131	8	PSIG161	8
	RINL111	8		
	SOSL111	8		
2nd year	BYBL211	16	BYBL221	24
	PAST311	16	ENTR221	8
	PSGB211	8	PSIG251	8
	PSIG211	16	PSIG252	8
	PSIG241	8	PSIG261	8
		WTTL221	8	
3rd year	BYBI311	8	BYBL321	24
	BYBL311	24	PSIG323	16
	PSIG311	16	PSIG353	8
	PSIG342	8	PSIG363	8
	WTTL311	8	HERM321	8

T.3.1.6 Electives

No electives are available for this qualification.

T.3.1.7 Component modules of curriculum T101P

STUDY YEAR	FIRST SEMESTER		SECOND SEMESTER	
	Module code	CR	Module code	CR
1st year	BYBL111	8	AGLA/AGLE121	12
	DOGM211	16	BYBL122	20
	MISS213	8	DOGM221	16
	PSIG131	8	ETIE121	8
			PAST121	8
			PSIG151	8
		PSIG161	8	
2nd year	BYBL212	16	ENTR221	8
	ETIE311	16	BYBL222	16
	PAST211	8	PAST221	16
	PSIG211	16	PSIG251	8
	PSIG241	8	PSIG261	8
		WTTL221	8	
3rd year	BYBI311	8	PAST321	16
	BYBL312 (only from 2010)	20	PAST322	16
	PAST311	16	PSIG323	16
	PSIG311	16	PSIG353	8
	PSIG342	8	PSIG363	8
	EKNP312	8		

T.3.1.8 Electives

No electives are available for this qualification.

T.4 THEOLOGY MODULES IN OTHER PROGRAMMES

Consult and compare the calendar of the Faculty of Arts for Biblical Studies as a subject in BA degrees, and also the calendars of different faculties in which BYBI311(6)(8) is included as a compulsory subject in other B degrees.

Language medium: These modules are presented in English and Afrikaans for contact and telematic students.

T.4.1 LIST OF MODULES

2009

Module code	Subject Name	Credits
BYBL111	Introduction to the Bible and the Biblical World	8
BYBL122	New Testament: Introduction to interpretation; the Gospels in pastoral counseling	20
BYBL212	Old Testament: Introduction to interpretation; Narrative- and Law Texts, Petateuch	16
BYBL222	New Testament: The revelation of the Kingdom; thematic survey of the NT Books	16
BYBL311	Interpretation of Literary Genres in the Old Testament	24
BYBL321	Introduction to a few Theological Fields	24
HERM321	Introduction to Theological Hermeneutics	8
Total		116

2010

Module code	Subject Name	Credits
BYBL111	Introduction to the Bible and the Biblical World	8
BYBL122	New Testament: Introduction to interpretation; the Gospels in pastoral counseling	20
BYBL212	Old Testament: Introduction to interpretation; Narrative- and Law Texts, Petateuch	16
BYBL222	New Testament: The revelation of the Kingdom; thematic survey of the NT Books	16
MISS312	The theory of intercultural communication of the gospel	8
BYBL312	Prophetic, poetic and wisdom literature	20
HERM321	Introduction to Theological Hermeneutics	8
DOGM321	Dogmatics: The Institute of Calvin	8
ETIE121	Fundamentals of Ethics	8
PAST121	Biblical Counselling	8
Total		120

T.5 LATIN

T.5.1 UNDERGRADUATE

T.5.1.1 Admission requirements for subjects and modules

- a) Students who passed Latin in grade 12 may enrol for LATN211, but only in the second study year.
- b) Students who are familiar with Latin will be permitted to register directly for LATN211, but only after they have passed a test. Note that students may only register for LATN211 in their second study year.

Subject code	Descriptive name	Credit	Expected learning requirement/reference
LATN111	Latin for everyone	8	
LATN121	Church and Legal Latin	16	LATN111(40PM)
LATN211	Latin authors and Roman History I	16	LATN111,121 or matric latin
LATN221	Latin authors and Roman History II	24	LATN211(40PM)
LATN311	Latin authors and Roman History III	24	LATN211,221
LATN321	Latin authors and Roman History IV	32	LATN311(40PM)

T.6 HONOURS BACCALAUREUS ARTIUM (HONS BA)

Language medium: This curriculum is presented in English and Afrikaans for contact and telematic students.

This qualification can be obtained in one of the programmes described in paragraph T.1.4 by following a full-time or part-time study programme.

Students may change or adapt their curricula while studying, provided they have obtained written permission from the school director.

T.6.1 GENERAL

T.6.1.1 NQF-level, and number of credits

The Hons BA is an NQF Level 7(8) qualification with 128 credits.

T.6.1.2 Duration of study

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

T.6.1.3 Specific admission requirements

- a) Admission to this programme occurs according to rule A.4.
- b) In exceptional circumstances, Senate may admit a student to the Honours degree programme in Theology or Biblical Studies, provided he or she is in possession of a non-Theological Baccalaureus degree. A successful colloquium doctum is required.
- c) Before the commencement of the Honours degree programme, students have to submit an application for screening on the prescribed form to the coordinator of Honours BA programmes.
- d) Screening is conducted on the basis of students' academic performance and insight into the relevant module(s) for the first degree.
- e) For Honours studies, a percentage of 60% is required in the module(s) at the third level of the first B degree.

T.6.1.4 Articulation possibilities with related qualifications

T.6.1.4.1 Articulation for continued studies

Honours BA (Theology / Biblical Studies) can provide admission to MA.

Honours BA (Bible Languages) can provide admission to MA in Greek and Semitic Languages, and provides credits for admission to Master's studies in New Testament or Old Testament.

T.6.1.4.2 Articulation to and from other institutions

This is coordinated by the *Forum for University Theological Education (FUTE)*. This forum consists of delegates from the Faculties of Theology and Departments of Religious Education from all the South African universities. Joint compilations of curricula, standards and outcomes are discussed here until consensus is reached.

T.6.1.4.3 Exit level

None.

T.6.1.5 Examination (See A.8)

T.6.1.5.1 Composition of the 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.6.1.5.2 Examination entrance

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

T.6.1.5.3 Module mark

The module mark is calculated using the participation mark and the examination mark as indicated in the specific study guide.

T.6.1.5.4 Pass requirements of the curricula

The sub minimum participation mark and examination mark for all modules are 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 the individual component modules.

T.6.1.5.5 Repetition of modules

Students can sit twice maximum for the 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 HONOURS BA: THEOLOGY / BIBLICAL STUDIES

Language medium: This curriculum is presented in English and Afrikaans for contact and telematic students.

QUALIFICATION CODE: 102140	DELIVERY MODE	CURRICULUM CODE
Theology/Biblical Studies (No new students from 2007)	F/P/T	T601P
Theology/Biblical Studies	F/P/T	T624P
Baptist Bible College of Natal	CA-BBC OF N	T624P
Bible Institute of SA	CA-BI OF SA	T624P
Church Ministries Institute (CT)	CA-CMI (CT)	T624P
Church Ministries Institute (Gauteng)	CA-CMI (GAU)	T624P
Dumisani Theological Institute and Bible School	CA-DTI	T624P
George Whitefield College	CA-GWC	T613P
Greenwich School of Theology	CA-GST	T622P
Hefsiba (Igreja Reformada Mozambique)	CA-HEFSIBA	T624P
John Wycliffe Theological College	CA-JWTC	T624P
Mukhanyo Theological College	CA-MTC	T624P
Namibiese Evangeliese Teologiese Seminarium, Windhoek Namibia	CA-NETS	T624P
Reformed Theological College Uganda	CA-RTCU	T624P

T.6.2.1 Programme

Hons BA (Theology/Biblical Studies) is an advanced qualification in Christian Theology, which proceeds from a first degree in Theology/Biblical Studies or an equivalent qualification.

T.6.2.2 Curriculum outcomes

On the basis of intermediate advanced teaching and learning of Christian Theology, students should be able to do the following:

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

T.6.2.3 List of modules

MODULE CODE	LEVEL	CREDITS	SUBJECT NAME
DOGM621	7(8)	8	Dogmatics
DOGM671	7(8)	24	Dogmatics
ETIE621	7(8)	8	Ethics
ETIE671	7(8)	24	Ethics
HOML611	7(8)	8	Homiletics
HOML621	7(8)	8	Homiletics
KATE621	7(8)	8	Catechetics
KDGE611	7(8)	8	Church and Dogma History
KDGE671	7(8)	24	Church and Dogma History

MODULE CODE	LEVEL	CREDITS	SUBJECT NAME
KERG611	7(8)	8	Church Polity
LITK611	7(8)	8	Liturgics
LITK671	7(8)	16	Liturgics
MISS621	7(8)	8	Missiology
MISS671	7(8)	24	Missiology
NTES611	7(8)	16	New Testament
NTES621	7(8)	8	New Testament
NTES672	7(8)	24	New Testament
OTES611	7(8)	16	Old Testament
OTES621	7(8)	8	Old Testament
OTES672	7(8)	24	Old Testament
PAST621	7(8)	8	Pastoral Studies
PAST671	7(8)	16	Pastoral Studies
TEOL673	7(8)	48	Honours minidissertation (Only CA-GST and CA-GWC)

T.6.2.4**Component modules of curriculum T601P (No new students as from 2007)**

Language medium: This curriculum is presented in English and Afrikaans for contact and telematic students.

MODULE CODE	CR
COMPULSARY MODULES:	
NTES672	24
OTES672	24
ELECTIVES:	
Two modules (16 credits each) chosen from: HOML671 KERG671 LITK671 PAST671	2x16
Two modules (24 credits each) chosen from: DOGM671 ETIE671 KDGE671 MISS671 Or TEOL673 (minidissertation) (for CA-GWC and CA-GST only)	2x24 48

Note: The coordinator of the qualification annually determines the curriculum for Potchefstroom campus. When prospective students have already achieved some of the outcomes in previous studies, the qualification coordinator, in consultation with the School Director, will inform them that the lecturer of the specific module will give them a research assignment to complete under the guidance of that lecturer in order to obtain the relevant credits.

T.6.2.5 Component modules of curriculum T624P

Language medium: This curriculum is presented in English and Afrikaans for contact and telematic students.

FIRST SEMESTER		SECOND SEMESTER	
Module Code	CR	Module Code	CR
COMPULSORY MODULES:		COMPULSORY MODULES:	
OTES672	24	NTES672	24
LITK671	16	PAST671	16
ELECTIVES: At least one must be studied		ELECTIVES: At least one must be studied	
DOGM671	24	ETIE671	24
MISS671	24	KDGE671	24

T.6.2.6 Component modules of curriculum T613P:George Whitefield College

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

T.6.2.7 Component modules of curriculum T622P: Greenwich School of Theology

MODULE CODE	CR
COMPULSARY MODULES:	
NTES611	16
OTES611	16
TEOL673	48
ELECTIVES:	
Six (6) modules (8 credits each) chosen from:	6x8
DOGM621 ETIE621	
HOML611 HOML621	
KATE621 KDGE611	
KERG611 LITK611	
MISS621 NTES621	
OTES621 PAST621	

T.6.3 HONOURS BA : LATIN

Qualification code: 102142 DM=F/P Curriculum code: T625P

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

T.6.3.1 Specific admission requirements for the programme and curriculum

The following applies in addition to General Rule A.12.1:

- a) Registration for Honours study must be done no later than 31 January.
- b) A B-degree or equivalent qualification, for which students must have passed the following modules or equivalents of them: LATN111, 121, 211, 221, 311 and 321. They must have obtained an average of at least 60% in the following: LATN311 and 321.

T.6.3.2 Articulation

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

T.6.3.3 Curriculum : L625P : Latin

Module code	Descriptive name	Credits
AFNL611/ENGH671*	Research methodology	8
LATN671	Methodology	24
LATN672	Translation on sight and translation study	24
LATN673	Classical prose	24
LATN674	Christian prose	24
LATN675	Classical poetry	24
LATN676	Christian poetry	24
LATN677	Legal Latin	24
Credit total for the curriculum		128

*ENGH671 = 32 credits

Rules for the composition of the curriculum:

- i) Students must study **FIVE** curricula (24 credits each).
- ii) Students must also study a module in research methodology (AFNL611). As an alternative, and in consultation with the chairman of the Subject Group Latin and the Director of the School for Biblical Studies and Ancient Languages, students can study the research methodology module of the Subject Group English (ENGH671) and **four** further modules from the available options of Latin.
- iii) With the approval of the chairman of the Subject Group Latin and the Director of the School for Biblical Studies and Ancient Languages, students can replace at most one of the modules with one from a related subject (KEUS678), the credits of which must total at least 24, preferably from a related subject such as Afrikaans en Nederlands, English, Greek or Semitic Languages.

T.6.4 HONOURS BA: BIBLE LANGUAGES

Qualification code: 102141 DM=F/P Curriculum code: T602P

Language medium: This curriculum is presented in English and Afrikaans for contact students.**T.6.4.1 Programme**

Hons BA (Bible Languages) is an advanced qualification which proceeds from a first degree in Greek and/or Semitic Languages, with the opportunity of specialising in Bible Translation, Greek or Semitic Languages.

The studies can be completed full-time or part-time.

T.6.4.2 Curriculum outcomes

On the basis of advanced teaching and learning in Bible Languages, students should be able to do the following:

- a) read the Hebrew/Aramaic Old Testament, other Semitic writings and/or the Greek New Testament and other contemporary Greek writings, as well as analyse them from a philological perspective and make a valid translation of them into English or Afrikaans
- b) write a scientific assignment/article of good academic standard
- c) function in a multicultural and international context
- d) enrol for MA in Greek or Semitic Languages.

T.6.4.3 List of modules

MODULE CODE	LEVEL	CREDITS	SUBJECT NAME
BBTL671	7(8)	16	Bible Languages
BBTL672	7(8)	16	Bible Languages
BBTL673	7(8)	24	Bible Languages
GRKS671	7(8)	24	Greek
GRKS672	7(8)	24	Greek
GRKS673	7(8)	24	Greek
GRKS674	7(8)	24	Greek
NTES672	7(8)	24	New Testament
OTES672	7(8)	24	Old Testament
SEMT671	7(8)	24	Semitic Languages
SEMT672	7(8)	24	Semitic Languages
SEMT673	7(8)	24	Semitic Languages
SEMT674	7(8)	24	Semitic Languages
SEMT675	7(8)	24	Semitic Languages
SEMT676	7(8)	24	Semitic Languages
SEMT677	7(8)	24	Semitic Languages

T.6.4.4 Component modules of the programme T602P: Bible Languages

MODULE CODE	CR
COMPULSARY MODULES:	
BBTL671	16
BBTL672	16
ELECTIVES:	
Four (4) modules (24 credits each) chosen from:	4x24
BBTL673	
GRKS671	
GRKS672	
GRKS673	
GRKS674	
NTE672	
OTES672	
SEMT671	
SEMT672	
SEMT673	
SEMT674	
SEMT675	
SEMT676	
SEMT677	

- T.7 HONOURS BACCALAUREUS THEOLOGIAE (HONS BTH)**
Qualification code: 342100 DM=F and CA-GST Curriculum code: T623P
Language medium: This curriculum is presented in English and Afrikaans for contact students.
This qualification can be obtained in one of the curricula described in paragraph T.1.4.
- T.7.1 NQF-LEVEL AND NUMBER OF CREDITS**
Hons BTh is an NQF-level 7(8) qualification with **128** credits.
- T.7.2 DURATION OF STUDY**
The duration of study is one year full time.
- T.7.3 PROGRAMME**
Honours BTh is an advanced qualification in Christian Theology and Ministry which proceeds from a basic introduction offered in the BTh Bible Languages curriculum. It is a focused qualification in Theology and Ministry.
- T.7.4 CURRICULUM OUTCOMES**
On the basis of advanced teaching and learning in Christian Theology, students must be able to do the following:
- a) function effectively in facets of one or more of the following: valid interpretation and application of the Bible (with aids), ecclesiastical ministry, pastoral counselling, ethical orientation and establishment of values, community development.
 - b) function in a multicultural and international context
 - c) enrol for M Div or MA
- T.7.5 SPECIFIC ADMISSION REQUIREMENTS**
- a) Students have to be in possession of an applicable Baccalaureus degree with advanced training in Greek and Semitic Languages
 - b) Admission takes place according to rules A4 and A.12
 - c) Students have to apply for screening on the prescribed form before the commencement of studies in the Honours degree at the coordinator of Honours BTh curricula.
- T.7.6 ARTICULATION POSSIBILITIES**
- T.7.6.1 Articulation for continued studies**
Honours BTh grants admission to MDiv and MA (if sufficient credits were obtained in the applicable subject).
- T.7.6.2 Articulation to and from other institutions**
This is coordinated by the *Forum for University Theological Education (FUTE)*. This forum consists of delegates from the Faculties of Theology and

Departments of Religious Education of all of the South African universities. Joint compilations of curricula, standards and outcomes are discussed here until consensus is reached.

T.7.6.3 Exit level

None. The Honours BTh degree is a one-year degree.

T.7.7 EXAMINATION (See A.8)

T.7.7.1 Composition of the 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.7.7.2 Examination entrance

Entrance to the examination in any module is obtained by acquiring a participation voucher, issued by the School director, after all the requirements of the specific programme and/or the modules have been met.

T.7.7.3 Module mark

The module mark is calculated using the participation mark and the examination mark as indicated in the specific study guide.

T.7.7.4 Pass requirements of the qualification

The sub minimum for the participation mark and the examination mark for all modules are 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 the individual component modules.

T.7.7.5 Repetition of modules

Students can sit twice maximum for the 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.7.8 LIST OF MODULES

MODULE CODE	LEVEL	CREDITS	SUBJECT NAME
DOGM621	7(8)	8	Dogmatics
ETIE621	7(8)	8	Ethics
HOML611	7(8)	8	Homiletics
HOML621	7(8)	8	Homiletics
KATE621	7(8)	8	Catechetics
KDGE611	7(8)	8	Church and Dogma History
KERG611	7(8)	8	Church Polity
LITK611	7(8)	8	Liturgics
MISS621	7(8)	8	Missiology
NTES611	7(8)	16	New Testament
NTES621	7(8)	8	New Testament
OTES611	7(8)	16	Old Testament
OTES621	7(8)	8	Old Testament
PAST621	7(8)	8	Pastoral Studies

T.7.9 COMPONENT MODULES OF CURRICULUM T623P

The curriculum has a fixed structure without any elective modules. It consists of the following compulsory modules:

First Semester		Second Semester	
Module code	Credits	Module code	Credits
HOML611	8	DOGM621	8
KDGE611	8	ETIE621	8
KERG611	8	HOML621	8
LITK611	8	KATE621	8
NTES611	16	MISS621	8
OTES611	16	NTES621	8
		OTES621	8
		PAST621	8

T.8 MAGISTER DIVINITATIS (M DIV)

Qualification code: 343100 DM=F and CA-GST Curriculum code: T801P

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

This qualification can be obtained in the curriculum described in paragraph T.1.4 through full-time study.

T.8.1 NQF-LEVEL AND NUMBER OF CREDITS

MDiv is an NQF-level 8(9) qualification with **128** credits.

T.8.2 DURATION OF STUDY

The duration of study is one year full time.

T.8.3 PROGRAMME

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

T.8.4 CURRICULUM OUTCOMES

On the basis of advanced teaching and learning in Christian Theology, students should be able to do the following:

- a) function effectively in facets of one or more of the following: valid interpretation and application of the Bible (with aids), ecclesiastical ministry, pastoral counselling, ethical orientation and establishment of values, community development
- b) produce a scientific assignment/article of good academic standard
- c) function in a multicultural and international context
- d) enrol for MTh

T.8.5 SPECIFIC ADMISSION REQUIREMENTS

- a) Students must be in possession of an Hons BTh degree or an equivalent qualification. Admission takes place according to rules A.4 and A.13.
- b) Students have to apply for screening on the prescribed form before the commencement of studies.

T.8.6 ARTICULATION POSSIBILITIES

T.8.6.1 Articulation for continued studies

MDiv grants admission to MA or MTh (if students obtain sufficient credits in the specific subject).

T.8.6.2 Articulation to and from other institutions

This is coordinated by the *Forum for University Theological Education (FUTE)*. This forum consists of delegates from the Faculties of Theology and Departments of Religious Education of all of the South African universities.

Joint compilations of curricula, standards and outcomes are discussed here until consensus is reached.

T.8.6.3 Exit level

None. M Div is a one-year degree.

T.8.7 EXAMINATION (See A.8)

T.8.7.1 Composition 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.8.7.2 Examination entrance

Entrance to the exam in any module is obtained by acquiring a participation voucher, issued by the School director, after all the requirements of the specific curriculum and/or the modules have been met.

T.8.7.3 Module mark

The module mark is calculated using the participation mark and the examination mark as indicated in the specific study guide.

T.8.7.4 Pass requirements of the programmes

The sub minimum for the participation mark and examination mark for all modules are 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 the individual component modules.

T.8.7.5 Repetition of modules

Students can sit twice maximum for the 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.8.8 LIST OF MODULES

MODULE CODE	LEVEL	CREDITS	SUBJECT NAME
DOGM811	8(9)	8	Dogmatics
DOGM821	8(9)	8	Dogmatics
ETIE821	8(9)	8	Ethics
HOML821	8(9)	8	Homiletics
KDGE821	8(9)	8	Church and Dogma History
KERG811	8(9)	8	Church Polity
LITK811	8(9)	8	Liturgics
MISS811	8(9)	8	Missiology
MISS821	8(9)	8	Missiology
NTES811	8(9)	16	New Testament
NTES821	8(9)	8	New Testament
OTES811	8(9)	16	Old Testament
OTES821	8(9)	8	Old Testament
PAST822	8(9)	8	Pastoral Studies

T.8.9 COMPONENT MODULES OF CURRICULUM T801P

The curriculum has a fixed structure without any elective modules. It consists of the following compulsory modules:

First Semester		Second Semester	
Module code	Credits	Module code	Credits
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

T.9 MAGISTER THEOLOGIAE (MTH)

DM=F/P and CA-GST

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

This qualification can be obtained in one of the curricula described in paragraph T.1.4.

Students may change or adapt their curricula while studying, provided they obtain written permission from the School Director and the Director of Research.

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

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

and also the following 64 credits, at the Theological School Potchefstroom:

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

Candidates 6-curriculum for students who wish to become ministers in the RCSA:

First Semester		Second Semester	
Module code	Credits	Module code	Credits
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

T.9.1 NQF-LEVEL AND NUMBER OF CREDITSMTh is an NQF-level 8(9) qualification with **128** credits.**T.9.2 DURATION OF STUDY**

The minimum duration of the study is one year.

T.9.3 PROGRAMME

MTh is a qualification which requires advanced research study in Christian Theology and Ministry. It is a focused qualification in Theology, comprising electives as well as a research component in a specialist field at Master's level.

T.9.4 SPECIFIC ADMISSION REQUIREMENTS

T.9.4.1 Students have to be in possession of an MDiv or equivalent qualification. Admission to MTh is handled by the Director of Research in consultation with the probable advisor. Screening is done on the basis of academic results, prior assignments and/or research reports. Admission takes place according to rule A.13.1.

T.9.4.2 Specific requirements for elective subjects:

- a) Pastoral Studies 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 Pedagogics.
- c) New Testament: Satisfactory knowledge of Greek and Biblical Hebrew.
- d) Old Testament: Satisfactory knowledge of Biblical Hebrew and another Semitic Language.

T.9.5 ARTICULATION POSSIBILITIES**T.9.5.1 Articulation for continued studies**

MTh provides admission to PhD.

T.9.5.2 Articulation to and from other institutions

This is coordinated by the *Forum for University Theological Education (FUTE)*. This forum consists of delegates from the Faculties of Theology and Departments of Religious Education of all of the South African universities. Joint compilations of curricula, standards and outcomes are discussed here until consensus is reached.

T.9.5.3 Exit level

None. This is a one-year Master's degree.

T.9.6 EXAMINATION (See A.8)**T.9.6.1 Course-work modules**

The participation mark for the course-work module(s) is composed from the evaluation of participation in seminars, tests, assignments and practical work, as specified in the specific study guide.

Entrance to the examination in any course-work module is obtained by acquiring a participation voucher, issued by the school director, after all the requirements of the relevant curriculum and/or course work module have been met.

The course-work module mark is calculated in terms of the provisions in A.8 according to the ratio between the participation mark and the examination mark as indicated in the specific study guide.

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

T.9.6.2 Minidissertation module

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

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

- a) Pass
- b) Pass, but must make minor adjustments
- c) Refer back for revision and resubmission at a next examination session
- d) Fail.

T.9.6.3 Pass requirements of the programme

For all course-work modules, the sub minimum for the participation mark and the examination mark are 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 the individual component modules.

T.9.7 LIST OF MODULES

MODULE CODE	LEVEL	CREDITS	SUBJECT NAME
DOGM873	8(9)	48	Dogmatics (minidissertation)
DOGM874	8(9)	16	Dogmatics (Specialisation subject)
ETIE873	8(9)	48	Ethics (minidissertation)
ETIE874	8(9)	16	Ethics (Specialist subject)
ETIE875	8(9)	8	Ethics
HERM875	8(9)	8	Hermeneutics
HOML873	8(9)	48	Homiletics (minidissertation)
HOML874	8(9)	16	Homiletics (Specialist subject)
KATE873	8(9)	48	Catechetics (minidissertation)
KATE874	8(9)	16	Catechetics (Specialist subject)
KDGE873	8(9)	48	Church and Dogma History (minidissertation)
KDGE874	8(9)	16	Church and Dogma History (Specialist subject)
KERG873	8(9)	48	Church Polity (minidissertation)
KERG874	8(9)	16	Church Polity (Specialist subject)
KERG875	8(9)	8	Church Polity

MODULE CODE	LEVEL	CREDITS	SUBJECT NAME
LITK873	8(9)	48	Liturgics (minidissertation)
LITK874	8(9)	16	Liturgics (Specialist subject)
MISS873	8(9)	48	Missiology (minidissertation)
MISS874	8(9)	16	Missiology (Specialist subject)
MISS875	8(9)	8	Missiology
NTES873	8(9)	48	New Testament (minidissertation)
NTES874	8(9)	16	New Testament (Specialist subject)
NTES875	8(9)	16	New Testament
OTES873	8(9)	48	Old Testament (minidissertation)
OTES874	8(9)	16	Old Testament (Specialist subject)
OTES875	8(9)	16	Old Testament
PAST873	8(9)	48	Pastoral Studies (minidissertation)
PAST874	8(9)	16	Pastoral Studies (Specialist subject)

T.9.8 CURRICULUM OUTCOMES

Students must be capable of handling relevant literature over a broad spectrum of Theology, with specialisation in one field of study; and the minidissertation must contribute to the particular specialist field within the current South African situation and within the research focus area of the Faculty of Theology, *Reformed Theology and the development of the South African Society*.

T.9.9 MTH CURRICULUM

The MTh curriculum consists of:

- a) compulsory modules (64 credits):

ETIE875(8)(8)	MISS875(8)(8)
HERM875(8)(8)	NTES875(8)(16)
KERG875(8)(8)	OTES875(8)(16)
- b) a specialist subject (16 credits)
- c) a minidissertation (48 credits)

First Semester		Second Semester	
Module code	Credits	Module code	Credits
HERM875	8	ETIE875	8
KERG875	8	Specialist subject	16
MISS875	8	Minidissertation	48
NTES875	16		
OTES875	16		

T.9.9.1

Curricula en curriculum codes

CURRICULUM	CURRICULUM CODE	QUALIFICATION CODE	COMPULSORY MODULES 64 credits	SPECIALIST SUBJECT 16 credits	MINIDISSERTATION 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 history	T806P	344106	Compulsory modules	KDGE874	KDGE873
Church Polity	T807P	344107	Compulsory modules	KERG874	KERG873
Liturgics	T808P	344108	Compulsory modules	LITK874	LITK873
Missiology	T809P	344109	Compulsory modules	MISS874	MISS873
New Testament	T810P	344110	Compulsory modules	NTES874	NTES873
Old Testament	T811P	344111	Compulsory modules	OTES874	OTES873
Pastoral Studies	T812P	344112	Compulsory modules	PAST874	PAST873

T.10 MAGISTER ARTIUM (MA)

DM=F/P

DM=CA-GST

DM=CA-GWC

DM=CA-CMI (CT)

DM=CA-BISA

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

This qualification can be obtained in one of the curricula described in paragraph T.1.4 by following a full-time or part-time study programme.

Students may change or adapt their curricula while studying, provided they have obtained written permission from the school director.

T.10.1 NQF-LEVEL AND NUMBER OF CREDITS

MA is an NQF-level 8(9) qualification with **128** credits.

MA	Core	Elective
With dissertation	96	32
With minidissertation	48	80
Only dissertation (Latin)	128	-

T.10.2 DURATION OF STUDY

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

The provisions of rule A.13.5.2 concerning the exceeding of the maximum time allowed for study shall be enforced. Students **must** take this rule to heart.

T.10.3 PROGRAMME

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

T.10.4 SPECIFIC ADMISSION REQUIREMENTS

T.10.4.1 Admission to the Master's study takes place according to rule A.13.1.

T.10.4.2 Taking into account the possible exemptions approved by Senate, the subject in which the study is undertaken is:

- a) one of the subjects in which the student has obtained the Honours Baccalaureus degree or in which the status of such a Baccalaureus degree has been conferred upon him or her; or
- b) the subject in which a student has completed a four-year degree or in which the status of such a degree has been conferred upon him or her.

T.10.4.3 To obtain admission to the Master's study, the subject group, on the recommendation of the Director of the specific School, may require additional work in Greek, Semitic Languages and theory of text interpretation. Until

students have satisfied all these additional requirements, they will only be admitted provisionally to the relevant curriculum.

- T.10.4.4** Admission to MA is handled by the Director of Research in consultation with the probable supervisor. Screening is done on the basis of academic results, previous assignments and/or research reports. A module in research methodology can also be prescribed.

T.10.5 **ARTICULATION POSSIBILITIES**

T.10.5.1 **Articulation for continued studies**

MA provides admission to PhD.

T.10.5.2 **Articulation to and from other institutions**

This is coordinated by the *Forum for University Theological Education (FUTE)*. This forum consists of delegates from the Faculties of Theology and Departments of Religious Education of all of the South African universities. Joint compilations of curricula, standards and outcomes are discussed here until consensus is reached.

T.10.5.3 **Exit level**

None.

T.10.6 **EXAMINATION (See A.8)**

T.10.6.1 **Course-work modules**

The participation mark for the course-work module(s) is composed from the evaluation of participation in seminars, tests, assignments and practical work, as specified in the specific study guide.

Entrance to the examination in any course-work module is obtained by acquiring a participation voucher, issued by the school director, after all the requirements of the relevant curriculum and/or coursework module have been met.

The course-work module mark is calculated in terms of the provisions of A.8 according to the ratio between the participation mark and the examination mark as indicated in the specific study guide.

Students can sit twice maximum for the 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.10.6.2 **Minidissertation / dissertation module**

The prescribed number of copies of the (mini)dissertation may be submitted for examination only with the written consent of the study supervisor and the School Director. The (mini)dissertation must be accompanied by a declaration of the student that the (mini)dissertation is his or her own work and has not already been submitted to any other university. Before submitting the (mini)dissertation for examination, the student must submit it to an expert language editor. The guidelines set out in the *Manual for Postgraduate Study*, as compiled by the Dean: Research, must be followed when writing and finishing off the (mini)dissertation.

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

- a) Pass
- b) Pass, but must make minor adjustments
- c) Refer back for revision and resubmission at a next examination session
- d) Fail.

T.10.6.3 Pass requirements of the programme

For all course-work modules, the sub minimum for the participation mark and the examination mark is 40%. The required pass mark for a module is 50%. A curriculum is successfully completed when a student has passed all the individual component modules.

T.10.7 LIST OF MODULES

MODULE CODE	LEVEL	CREDITS	SUBJECT NAME
BBTL671	7(8)	16	Bible Languages
BBTL672	7(8)	16	Bible Languages
BBTL673	7(8)	24	Bible Languages
DOGM872	8(9)	96	Dogmatics (dissertation)
DOGM873	8(9)	48	Dogmatics (minidissertation)
DOGM876	8(9)	32	Dogmatics
ETIE872	8(9)	96	Ethics (dissertation)
ETIE873	8(9)	48	Ethics (minidissertation)
ETIE876	8(9)	32	Ethics
GRKS671	7(8)	24	Greek
GRKS672	7(8)	24	Greek
GRKS673	7(8)	24	Greek
GRKS872	8(9)	96	Greek (dissertation)
GRKS876	8(9)	32	Greek
HOML872	8(9)	96	Homiletics (dissertation)
HOML873	8(9)	48	Homiletics (minidissertation)
HOML876	8(9)	32	Homiletics
KATE872	8(9)	96	Catechetics (dissertation)
KATE873	8(9)	48	Catechetics (minidissertation)
KATE876	8(9)	32	Catechetics
KDGE872	8(9)	96	Church and Dogma History (dissertation)
KDGE873	8(9)	48	Church and Dogma History (minidissertation)
KDGE876	8(9)	32	Church and Dogma History
KERG872	8(9)	96	Church Polity (dissertation)
KERG873	8(9)	48	Church Polity (minidissertation)
KERG876	8(9)	32	Church Polity
LITK872	8(9)	96	Liturgics (dissertation)
LITK873	8(9)	48	Liturgics (minidissertation)
LITK876	8(9)	32	Liturgics
MISS872	8(9)	96	Missiology (dissertation)
MISS873	8(9)	48	Missiology (minidissertation)
MISS876	8(9)	32	Missiology
NTES611	7(8)	16	New Testament
NTES621	7(8)	8	New Testament
NTES672	7(8)	24	New Testament
NTES811	8(9)	16	New Testament
NTES821	8(9)	16	New Testament
NTES872	8(9)	96	New Testament (dissertation)

MODULE CODE	LEVEL	CREDITS	SUBJECT NAME
NTES873	8(9)	48	New Testament (minidissertation)
NTES875	8(9)	8	New Testament
NTES876	8(9)	32	New Testament
OTES611	7(8)	16	Old Testament
OTES621	7(8)	8	Old Testament
OTES672	7(8)	24	Old Testament
OTES811	8(9)	16	Old Testament
OTES821	8(9)	8	Old Testament
OTES872	8(9)	96	Old Testament (dissertation)
OTES873	8(9)	48	Old Testament (minidissertation)
OTES875	8(9)	8	Old Testament
OTES876	8(9)	32	Old Testament
PAST872	8(9)	96	Pastoral Studies (dissertation)
PAST673	8(9)	48	Pastoral Studies (minidissertation)
PAST675	8(9)	8	Pastoral Studies
PAST876	8(9)	32	Pastoral Studies
SEMT671	7(8)	24	Semitic Languages
SEMT672	7(8)	24	Semitic Languages
SEMT673	7(8)	24	Semitic Languages
SEMT674	7(8)	24	Semitic Languages
SEMT675	7(8)	24	Semitic Languages
SEMT676	7(8)	24	Semitic Languages
SEMT677	7(8)	24	Semitic Languages
SEMT872	8(9)	96	Semitic Languages (dissertation)
SEMT873	8(9)	48	Semitic Languages (minidissertation)
SEMT876	8(9)	32	Semitic Languages

T.10.8 COMPONENT MODULES OF THE DEGREE

The MA-programmes can be divided into two categories:

- MA with dissertation (Dissertation: 96 credits; Specialist module: 32 credits)
- MA with minidissertation (Minidissertation: 48 credits; Specialist module: 32 credits; Electives: 48 credits)

T.10.9 MA WITH DISSERTATION

The curricula consist of 128 credits: dissertation (96 credits) and specialist subject (32 credits).

T.10.9.1 Curriculum outcomes

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

T.10.9.2 Curriculum codes and modules

CURRICULUM	CURRICULUM CODE	QUALIFICATION CODE	SPECIALIST MODULE 32 credits	DISSERTATION 96 credits
Catechetics	T817P	103154	KATE876	KATE872
Church & Dogma History	T818P	103155	KDGE876	KDGE872
Church Polity	T819P	103156	KERG876	KERG872
Dogmatics	T813P	103150	DOGM876	DOGM872
Ethics	T814P	103151	ETIE876	ETIE872
Greek	T815P	103152	GRKS876	GRKS872

CURRICULUM	CURRICULUM CODE	QUALIFICATION CODE	SPECIALIST MODULE 32 credits	DISSERTATION 96 credits
Homiletics	T816P	103153	HOML876	HOML872
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.10.10 MA WITH MINIDISSERTATION (NOT POTCHEFSTROOM CAMPUS)

T.10.10.1 Composition of curriculum

The curriculum consists of 128 credits, including:

- a) Minidissertation (48 credits)
- b) Specialist module (32 credits)
- c) Modules at level 7 chosen from the following (24 credits):

MODULE CODE	CREDITS	SUBJECT NAME
BBTL671	16	Bible Languages
BBTL672	16	Bible Languages
BBTL673	24	Bible Languages
GRKS671	24	Greek
GRKS672	24	Greek
GRKS673	24	Greek
NTES611	16	New Testament
NTES621	8	New Testament
NTES672	24	New Testament
OTES611	16	Old Testament
OTES621	8	Old Testament
OTES672	24	Old Testament
SEMT671	24	Semitic Languages
SEMT672	24	Semitic Languages
SEMT673	24	Semitic Languages
SEMT674	24	Semitic Languages
SEMT675	24	Semitic Languages
SEMT676	24	Semitic Languages
SEMT677	24	Semitic Languages

- d) Modules at level 8 chosen from the following (24 credits):

MODULE CODE	CREDITS	SUBJECT NAME
NTES811	16	New Testament
NTES821	8	New Testament
NTES875	16	New Testament
OTES811	16	Old Testament
OTES821	8	Old Testament
OTES875	16	Old Testament

T.10.10.2 Composition of curriculum for George Whitefield College

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

- a) Mini-dissertation (48 credits)
- b) Electives chosen from the following (80 credits) (One of the modules must be from the same module group as the mini-dissertation):

MODULE CODE	CREDITS	SUBJECT NAME
DOGM874	16	Dogmatics
ETIE874	16	Ethics
HOML874	16	Homiletics
KDGE874	16	Church and Dogma History
MISS874	16	Missiology
NTES874	16	New Testament
OTES874	16	Old Testament
PAST874	16	Pastoral Studies

T.10.10.3 Curriculum outcomes

Students must be capable of handling relevant literature over a broad spectrum of the subject field, and the dissertation must make a contribution to the subject within the current South African situation and within the research focus area of the Faculty of Theology, *Reformed Theology and the development of the South African Society*.

T.10.10.4 Curriculum codes and modules

CURRICULUM	CURRICULUM CODE	QUALIFICATION CODE	SPECIALIST MODULE 32 credits	MINI-DISSERTATION 48 credits	Electives See T.10.10 (c)&(d) 48 credits
Catechetics	T834P	103154	KATE876	KATE873	Electives
Church & Dogma History	T829P	103155	KDGE876	KDGE873	Electives
Church Polity	T835P	103156	KERG876	KERG873	Electives
Dogmatics	T826P	103150	DOGM876	DOGM873	Electives
Ethics	T827P	103151	ETIE876	ETIE873	Electives
Homiletics	T828P	103153	HOML876	HOML873	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.10.10.5 Curriculum codes and modules: George Whitefield College

CURRICULUM	CURRICULUM CODE	QUALIFICATION CODE	MINI-DISSERTATION 48 credits	ELECTIVES 80 credits
Church & Dogma History	T842P	103155	KDGE873	Electives
Dogmatics	T839P	103150	DOGM873	Electives
Ethics	T840P	103151	ETIE873	Electives
Homiletics	T841P	103153	HOML873	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.10.11 MAGISTER ARTIUM — LATIN**T.10.11.1 Specific admission requirements for the curriculum**

Students must be in possession of a recognized Honours BA degree in Latin, or an equivalent qualification.

Students must have obtained an average of at least 60% in their Honours BA examination. If they have failed to score 60% in their Honours examination, they may apply for an interview with the specific chairman of the subject group, the Director of the school and the Director of the research focus area.

T.10.11.2 Articulation

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

T.10.11.3 Other rules

In all cases, the programmes and modules from which students can choose are restricted to those which the School for Biblical Studies and Ancient Languages and the Subject Group Latin are able to present in the light of particular circumstances in the year in question. Factors that can play a role include the leave of academic personnel, number restrictions and so forth.

T.10.11.4 Curriculum : T847P : Latin

Module code	Descriptive name	Credits
LATN871	Latin: (dissertation)	128
Credit total for the curriculum		128

- T.11 PHILOSOPHIAE DOCTOR (PHD)**
DM=F/P and DM=CA-GST
- Language medium: This curriculum is presented in English and Afrikaans for contact students.**
- This qualification can be obtained in one of the curricula described in paragraph T.1.4 by following a full-time or part-time study programme.
- Students may change or adapt their curricula while studying, provided they have obtained written permission from the school director.
- T.11.1 NQF-LEVEL AND NUMBER OF CREDITS**
PhD is an NQF-level 9(10) qualification with **256** credits. The degree consists of a thesis (224 credits) and course work (32 credits) in the specialist field.
- T.11.2 DURATION OF STUDY**
- T.11.2.1** The general provisions of rule A.14 apply to this degree.
- T.11.2.2** The minimum duration of the study is two years and the maximum duration four years. Students who exceed the maximum period may be asked to terminate their studies on recommendation of the Dean. A student's period of study could however be provisionally extended after proper substantiation by the student and on recommendation of the Director of Research.
- T.11.3 PROGRAMME**
PhD requires advanced specialist research studies in Christian Theology, Greek or Semitic Languages. It is a focused qualification comprising a research component in a specialist field at doctoral level. The study can be undertaken full-time or part-time.
- T.11.4 SPECIFIC ADMISSION REQUIREMENTS**
Admission to the study takes place according to rule A.14.
Students must apply for screening at the Research Director, before registration.
- T.11.5 ARTICULATION POSSIBILITIES**
- T.11.5.1 Articulation for continued studies**
None.
- T.11.5.2 Articulation to and from other institutions**
This is coordinated by the *Forum for University Theological Education (FUTE)*. This forum consists of delegates from the Faculties of Theology and the Departments of Religious Education of all of the South African universities. Joint compilations of programmes, standards and programme outcomes of common interest are discussed here until consensus is reached.
- T.11.5.3 Exit level**
None. This is a two-year doctoral degree.

T.11.6 EXAMINATION (SEE A.8)**T.11.6.1 Course-work module (specialist subject)**

Students may report for an oral examination on recommendation of the promoter and with permission of the School Director. The module can be passed or failed. No marks are awarded for examinations at doctoral level.

T.11.6.2 Repetition of course-work module

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

T.11.6.3 Thesis module

The prescribed number of copies of the thesis may be submitted for examination only with the written consent of the promoter and the School Director. The thesis must be accompanied by a declaration of the student's that the thesis is his or her own work and has not already been submitted to any other university. Before submitting the thesis for examination, the student must submit it to an expert language editor. The guidelines set out in the *Manual for Postgraduate Study* as compiled by the Dean: Research must be followed when writing and finishing off the thesis.

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

- a) Pass
- b) Pass, but must make minor adjustments
- c) Refer back for revision and resubmission at a next examination session
- d) Fail.

T.11.6.4 Pass requirements of the curriculum

A student passes the curriculum if he or she passes the course-work module as well as the thesis module (as indicated in A.8.7).

T.11.7 LIST OF MODULES

MODULE CODE	CREDITS	SUBJECT NAME
DOGM991	224	Dogmatics (thesis)
DOGM994	32	Dogmatics
ETIE991	224	Ethics (thesis)
ETIE994	32	Ethics
GRKS991	224	Greek (thesis)
GRKS994	32	Greek
HOML991	224	Homiletics (thesis)
HOML994	32	Homiletics
KATE991	224	Catechetics (thesis)
KATE994	32	Catechetics
KDGE991	224	Church and Dogma History (thesis)
KDGE994	32	Church and Dogma History
KERG991	224	Church Polity (thesis)
KERG994	32	Church Polity

MODULE CODE	CREDITS	SUBJECT NAME
LITK991	224	Liturgics (thesis)
LITK994	32	Liturgics
MISS991	224	Missiology (thesis)
MISS994	32	Missiology
NTES991	224	New Testament (thesis)
NTES994	32	New Testament
OTES991	224	Old Testament (thesis)
OTES994	32	Old Testament
PAST991	224	Pastoral Studies (thesis)
PAST994	32	Pastoral Studies
SEMT991	224	Semitic Languages (thesis)
SEMT994	32	Semitic Languages

T.11.8 CURRICULUM OUTCOMES

Students should be able to handle and evaluate all relevant literature on the subject. In the thesis they should make an original and significant contribution to this subject within the current South African context, within the research focus area of the Faculty of Theology, *Reformed Theology and the development of the South African Society* and also within the international Reformed community.

T.11.9 COMPONENT MODULES OF THE CURRICULA

CURRICULUM	CURRICULUM CODE	QUALIFICATION CODE	SPECIALIST MODULE 32 credits	THESIS 224 credits
Catechetics	T905P	307108	KATE994	KATE991
Church and Dogma History	T906P	307109	KDGE994	KDGE991
Church Polity	T907P	307110	KERG994	KERG991
Dogmatics	T901P	307104	DOGM994	DOGM991
Ethics	T902P	307105	ETIE994	ETIE991
Greek	T903P	307106	GRKS994	GRKS991
Homiletics	T904P	307107	HOML994	HOML991
Liturgics	T908P	307111	LITK994	LITK991
Missiology	T909P	307112	MISS994	MISS991
New Testament	T910P	307113	NTES994	NTES991
Old Testament	T911P	307114	OTES994	OTES991
Pastoral Studies	T912P	307115	PAST994	PAST991
Semitic Languages	T913P	307116	SEMT994	SEMT991

T.11.10 PHILOSOPHIAE DOCTOR — LATIN**T.11.10.1 Specific admission requirements**

- a) In addition to the requirements set in General Rule A.14.1, students must be in possession of a Master's degree in Latin or an equivalent qualification. The study content must satisfy the chairman of the subject group, the director of the Focus Area and, if necessary, the Director of the School for Biblical Studies and Ancient Languages.
- b) The Master's degree which provides access to this curriculum must have been passed by an average mark of at least 60%. Students who have failed to attain 60% for their Master's degree must apply for an interview with the chairman of the specific subject group, the school director and the director of the research focus area.

T.11.10.2 Curriculum : T914P : Latin

Module code	Descriptive name	Credits
LATN971	Latin : (dissertation)	256
Credit total for the curriculum		256

MODULE OUTCOMES

AFNL111(8):	AFRIKAANS: TAAL SONDER GRENSE.....	83
AFNL121(16):	AFRIKAANSE EN NEDERLANDSE TAAL- EN LITERATUURSTUDIE: DIE WETENSKAPLIKE PROSES.....	83
AFNL211(16):	AFRIKAANS EN NEDERLANDS: RAAMWERKE VIR TAAL- EN LITERATUURSTUDIE.....	83
AFNL221(24):	AFRIKAANS EN NEDERLANDS: TAAL- EN LITERÊRE HANDELINGE	84
AFNL611(8):	NAVORSINGSMETODOLOGIE	84
AFNV311(8):	AFRIKAANS VIR DIE PROFESSIONS	84
AGLA111(12):	INLEIDING TOT AKADEMIESE GELETTERDHEID	84
AGLA121(12):	AKADEMIESE GELETTERDHEID.....	85
AGLE111(12):	INTRODUCTION TO ACADEMIC LITERACY	85
AKLR111(8):	ANCIENT CULTURE: OLD NEAR EAST AND GREECE	86
ATSW112(8):	DUMÉLA: PRACTICAL SETSWANA	86
ATSW114(8):	BASIC TSWANA STRUCTURES.....	86
ATSW124(16):	TSWANA GRAMMATICAL STRUCTURES.....	86
AZOE112(8):	SAWUBONA: PRACTICAL ZULU.....	86
BBTL671(16):	BIBLE LANGUAGES AND RESEARCH METHODOLOGY.....	86
BBTL672(16):	LINGUISTICS AND LITERATURE STUDY FOR BIBLE LANGUAGES	87
BBTL673(24):	INTRODUCTION TO BIBLE TRANSLATION	87
BYBI311(8):	BIBLE INTERPRETATION FOR LIFE AND SCIENCE.....	87
BYBL111(8):	INTRODUCTION TO THE BIBLE AND THE BIBLICAL WORLD	88
BYBL122(20):	NEW TESTAMENT: INTRODUCTION TO INTERPRETATION; THE GOSPELS IN PASTORAL COUNSELLING	88
BYBL212(16):	OLD TESTAMENT: INTRODUCTION TO INTERPRETATION OF THE OLD TESTAMENT; NARRATIVE AND LEGAL TEXTS, PENTATEUCH.....	89
BYBL222(12):	NEW TESTAMENT: REVELATION OF THE KINGDOM; THEMATIC OVERVIEW OF THE BOOKS OF THE NEW TESTAMENT	89
BYBL311(24) (ONLY FOR 2009):	INTERPRETATION OF LITERARY GENRES IN THE OLD TESTAMENT	90
BYBL312(20) (AS FROM 2010):	PROPHETIC, POETIC AND WISDOM LITERATURE 90	
BYBL321(24):	INTRODUCTION TO A FEW THEOLOGICAL FIELDS	91
DOGM211(16):	DOGMATICS: FROM SCRIPTURE TO THE DOCTRINE ON SIN	92

MODULE OUTCOMES

DOGM221(16): DOGMATICS: CHRISTOLOGY TO ESCHATOLOGY	92
DOGM311(16): DOGMATICS: MODERN THEOLOGIANS AND THEIR VALUE FOR PRACTICAL MINISTRY	93
DOGM321(8): DOGMATICS: THE INSTITUTION OF CALVIN.....	93
DOGM621(8): SCRIPTURE TO THE DOCTRINE ON SIN	93
DOGM671(24): FUNDAMENTALS OF DOGMATICS, SCRIPTURE TO THE DOCTRINE ON SIN, CHRISTOLOGY TO ESCHATOLOGY	93
DOGM811(8): CHRISTOLOGY TO ESCHATOLOGY	94
DOGM821(8): MODERN THEOLOGIANS AND THEIR VALUE FOR PRACTICAL MINISTRY	94
DOGM872(96): DOGMATICS: DISSERTATION	94
DOGM873(24): DOGMATICS: MINIDISSERTATION.....	94
DOGM874(16): PERSPECTIVES ON DOGMATIC.....	95
DOGM876(32): PERSPECTIVES ON DOGMATIC.....	95
DOGM991(224): DOGMATICS: THESIS	95
DOGM994(32): PERSPECTIVES ON DOGMATIC.....	95
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ENSW311(8): ENGLISH FOR THE PROFESSIONS	96
ENTR221(8): CREATIVE ENTREPRENEURSHIP	97
ETIE121(8): FUNDAMENTALS OF ETHICS	97
ETIE211(16): HUMAN RIGHTS	97
ETIE311(16): RELEVANT ETHICAL THEMES	98
ETIE621(8): HUMAN RIGHTS	98
ETIE671(24): HUMAN RIGHTS	98
ETIE821(8): RELEVANT ETHICAL THEMES IN A SOUTH AFRICAN CONTEXT	98
ETIE872(96): ETHICS: DISSERTATION	99
ETIE873(48): ETHICS: MINIDISSERTATION	99
ETIE874(16): PERSPECTIVES ON ETHICS	99
ETIE875(8): RELEVANT ETHICAL THEMES IN A SOUTH AFRICAN CONTEXT	99
ETIE991(224): ETHICS: THESIS.....	100
ETIE994(32): PERSPECTIVES ON ETHICS	100
GRKS111(16): GREEK GRAMMAR I	100
GRKS121(16): GREEK GRAMMAR II	101
GRKS211(16): GREEK GRAMMAR III AND SEMANTICS	101

MODULE OUTCOMES

GRKS221(16): GREEK COMPOSITION AND TEXTUAL CRITICISM OF THE NEW TESTAMENT	101
GRKS311(16): GREEK TRANSLATION AND ANALYSIS OF TEXTS	102
GRKS321(16): GREEK TRANSLATION AND ANALYSIS OF MORE COMPLEX TEXTS.....	102
GRKS671(24): PRACTICAL TRANSLATION, GREEK NEW TESTAMENT	102
GRKS672(24): RHETORIC BASED ON THE NEW TESTAMENT.....	102
GRKS673(24): MORAL EXHORTATION IN THE FIRST CENTURY	103
GRKS674(24): CLASSICAL GREEK MYTHOLOGY IN CONTEXT.....	103
GRKS872(96): GREEK DISSERTATION.....	104
GRKS876(32): PERSPECTIVES ON GREEK	104
GRKS991(224): PERSPECTIVES ON GREEK	104
GRKS994(32): PERSPECTIVES ON GREEK	104
GRMN111(8): ELEMENTARY GERMAN 1	104
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HERM321(8): INTRODUCTION TO THEOLOGICAL HERMENEUTICS.....	105
HERM875(8): ADVANCED THEOLOGICAL HERMENEUTICS.....	105
HOML211(8): SCRIPTURAL FUNDAMENTALS OF HOMILETICS.....	106
HOML611(8): PRINCIPLES AND PRACTICE OF PREACHING	106
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KATE873(48): CATECHETICS: MINIDISSERTATION	110
KATE874(16): PERSPECTIVES ON CATECHETICS.....	110
KATE876(32): PERSPECTIVES ON CATECHETICS.....	110
KATE991(224): CATECHETICS: THESIS	111
KATE994(32): PERSPECTIVES ON CATECHETICS.....	111

MODULE OUTCOMES

KDGE121(16)	FUNDAMENTALS OF CHURCH AND DOGMA HISTORY	111
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KDGE221(16):	THE REFORMATION AND MODERN CHURCH AND DOGMA HISTORY	112
KDGE311(16):	SOUTH AFRICAN CHURCH HISTORY	112
KDGE321(16):	CHURCH HISTORY: THE REFORMATION	112
KDGE611(8):	THE ECUMENIC AND REFORMED CONFESSIONS	112
KDGE671(24):	GENERAL AND SOUTH AFRICAN CHURCH AND DOGMA HISTORY	113
KDGE821(8):	MODERN CHURCH AND DOGMA HISTORY	113
KDGE872(96):	CHURCH AND DOGMA HISTORY: DISSERTATION	113
KDGE873(48):	CHURCH AND DOGMA HISTORY: MINIDISSERTATION	114
KDGE874(16):	PERSPECTIVES ON CHURCH AND DOGMA HISTORY	114
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KDGE994(32):	PERSPECTIVES ON CHURCH AND DOGMA HISTORY	115
KERG611(8):	INTRODUCTION TO REFORMED CHURCH POLITY	115
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LATN221(24):	LATIN AUTHORS AND ROMAN HISTORY II	118
LATN311(24):	LATIN AUTHORS AND ROMAN HISTORY III	118
LATN321(32):	LATIN AUTHORS AND ROMAN HISTORY IV	119
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LATN673(24):	CLASSICAL PROSE	119
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MODULE OUTCOMES

AFNL111(8): AFRIKAANS: TAAL SONDER GRENSE

Pk 1 x 3 uur

Ná voltooiing van die module behoort die student in staat te wees om

- Afrikaans, skriftelik en mondeling, gepas, kreatief en effektief in verskillende situasies te kan gebruik;
- verskillende tekstipes in Afrikaans te onderskei, te ontleed en te produseer;
- sowel funksionele as estetiese Afrikaanse tekste te ontleed, te interpreteer en te evalueer;
- kernbegrippe uit die narratologie te kan verduidelik en te kan toepas.
- die vermoë te demonstreer om hom grammatikaal korrek en doelmatig mondeling en skriftelik in Afrikaans uit te druk
- tekste in die toepaslike register en genre te skryf en te hersien in die lig van die aard en behoeftes van die teikengehoor en die vereistes van goeie kommunikasie (soos styl, uitleg, betekenis en samehang).

AFNL121(16): AFRIKAANSE EN NEDERLANDSE TAAL- EN LITERAATUURSTUDIE: DIE WETENSKAPLIKE PROSES

Pk 1 x 3 uur

Ná voltooiing van die module behoort die student in staat te wees om

- Afrikaanse en Nederlandse verhalende en poëtiese tekste te analiseer met behulp van 'n teoreties-gefundeerde leesstrategie;
- die estetiese en ideologiese aspekte van Afrikaanse en Nederlandse verhale en gedigte te identifiseer, te beskryf en te analiseer.
- die basisbegrippe van die semantiek te definieer en te kan begryp;
- verteenwoordigende Afrikaanse voorbeelde semanties te analiseer;
- woordeboeke as bron van semantiese analise te gebruik.

AFNL211(16): AFRIKAANS EN NEDERLANDS: RAAMWERKE VIR TAAL- EN LITERAATUURSTUDIE

Pk 1 x 3 uur

Ná voltooiing van die module behoort die student in staat te wees om

- verskillende teoretiese raamwerke te gebruik in die analise en interpretasie van Afrikaanse en Nederlandse literêre tekste;
- die estetiese, kulturele en die sosiale waardes en tendense te identifiseer en te interpreteer in 'n diachroniese studie van die Afrikaanse en Nederlandse letterkunde tot 1960;
- die basisbegrippe van die morfologie te definieer en te kan begryp;

- verteenwoordigende Afrikaanse morfologiese konstruksies te analiseer;
- morfologiese insigte toe te pas op geselekteerde taalgebruikskundige probleme.

AFNL221(24): AFRIKAANS EN NEDERLANDS: TAAL- EN LITERÊRE HANDELINGE

Pk 2 x 2 uur

Ná voltooiing van die module behoort die student in staat te wees om

- Afrikaanse en Nederlandse dramatekste literêr en toneelmatig te analiseer en te interpreteer;
- gefundeerde menings te verskaf oor die toneelmatigheid van dramaproduksies;
- verskillende teoretiese raamwerke te gebruik in die analise en interpretasie van Afrikaanse en Nederlandse literêre tekste;
- die estetiese, kulturele en die sosiale waardes en tendense te identifiseer en te interpreteer in 'n diachroniese studie van die Afrikaanse en Nederlandse letterkunde tot 1960;
- die diachroniese ontwikkelingslyn van Afrikaans te beskryf;
- die huidige taalsituasie t.o.v. Afrikaans in terme van die historiese ontwikkeling te verklaar;
- taalpolitieke standpunte te vergelyk en te evalueer.

AFNL611(8): NAVORSINGSMETODOLOGIE

Die leerder moet in staat wees om:

- aan die einde van hierdie kursus die belangrikste wetenskapsteorieë en metodologieë beheers, kan beoordeel en prakties kan toepas in 'n stuk selfstandige navorsing.

AFNV311(8): AFRIKAANS VIR DIE PROFESSIONES

PC 1 x 2 hours

By voltooiing van die module behoort leerders in staat te wees om:

- die vermoë te demonstreer om hulle grammatikaal korrek en doelmatig mondeling en skriftelik in Afrikaans uit te druk
- tekste in die toepaslike register en genre te skryf en te hersien in die lig van die aard en behoeftes van die teikengehoor en die vereistes van goeie kommunikasie (soos styl, uitleg, betekenis en samehang).

AGLA111(12): INLEIDING TOT AKADEMIESE GELETTERDHEID

Pk 1 x 2 uur

Ná voltooiing van die module sal die student in staat wees om:

- basiese kennis van leerstrategieë, akademiese woordeskat en register asook die lees en skryf van akademiese tekste te demonstreer ten einde doeltreffend binne die akademiese omgewing te funksioneer;
- op gepaste wyse binne 'n akademiese omgewing effektief mondelings en skriftelik as individu en as lid van 'n groep te kan kommunikeer;

- basiese akademiese tekste te verstaan, interpreteer, evalueer en op koherente wyse toepaslike akademiese genres te kan skryf deur gebruik te maak van akkurate en toepaslike akademiese konvensies.
- binne 'n etiese raamwerk akkuraat, vlot en toepaslik te kan luister, praat, lees, skryf en leer.

AGLA121(12): AKADEMIESE GELETTERDHEID

Pk 1 x 2 uur

Ná voltooiing van hierdie module sal die student:

- oor fundamentele kennis beskik van toepaslike rekenaarprogramme, leer-, luister-, lees- en skryfstrategieë kan toepas, akademiese taalregister kan gebruik en akademiese tekste kan lees en te skryf, ten einde doeltreffend binne die akademiese omgewing te kan funksioneer;
- as 'n individu en as lid van 'n groep effektief mondelings en skriftelik op 'n etiese verantwoordelike en toepaslike wyse kan kommunikeer in 'n akademiese omgewing;
- wetenskaplike inligting binne 'n verskeidenheid studieterreine as individu en in groepsverband kan soek en versamel, tekste kan ontleed, interpreteer, evalueer en op koherente wyse sintetiseer en oplossings voorstel in toepaslike akademiese genres deur gebruikmaking van linguistiese konvensies soos gebruik in formele taalregisters.

AGLE111(12): INTRODUCTION TO ACADEMIC LITERACY

Pc 1 x 2 hours

On completion of this module the student should be able to:

- demonstrate basic knowledge of learning strategies, academic vocabulary and register as well as the reading and writing of academic texts in order to function effectively in the academic environment;
- communicate effectively orally and in writing in an appropriate manner in an academic environment;
- understand, interpret, and evaluate basic academic texts and write appropriate academic genres in a coherent manner by making use of accurate and appropriate academic conventions;
- listen, speak, read and write accurately, fluently and appropriately in an ethical framework.

AGLE121(12): ACADEMIC LITERACY

Pc 1 x 2 hours

On completion of this module, students should be able to:

- demonstrate fundamental knowledge of appropriate computer programs, as well as apply learning, listening, reading and writing strategies, use academic language register and read and write academic texts, in order to function effectively in the academic environment;
- as an individual and a member of a group communicate effectively orally and in writing in an ethically responsible and acceptable manner in an academic environment;
- as an individual and a member of a group find and collect scientific knowledge in a variety of study fields, analyse, interpret, and evaluate texts, and in a coherent manner

synthesise and propose solutions in appropriate academic genres by making use of linguistic conventions used in formal language registers.

AKLR111(8): ANCIENT CULTURE: OLD NEAR EAST AND GREECE

PC 1 x 2 hours

After completion of this module, students should be able to:

- evaluate the development of a culture and describe it from the prehistoric period
- discuss ancient cultures of the Old Near East and the Middle East
- discuss the culture and political development of ancient Greece
- describe the history and daily life of classical Greece.

ATSW112(8): DUMÉLA: PRACTICAL SETSWANA

PC 1 x 2 hours

On completion of this module the student should be able to apply the four basic language skills in functional Tswana language structures, namely listen, read, speak and write.

ATSW114(8): BASIC TSWANA STRUCTURES

PC 1 x 2 hours

After completion of this module, students should be able to:

- describe and use the essential functional language structures
- use the basic language skills, namely listening, speaking and reading, at an elementary level.

ATSW124(16): TSWANA GRAMMATICAL STRUCTURES

PC 1 x 3 hours

After completion of this module, students should be able to:

- describe and use a greater number of essential functional language structures
- use the basic language skills, namely listening, speaking, reading and writing, at an elementary level.

AZOE112(8): SAWUBONA: PRACTICAL ZULU

PC 1 x 2 hours

On completion of this module the student should be able to apply the four basic language skills in functional Zulu language structures, namely listen, read, speak and write.

BBTL671(16): BIBLE LANGUAGES AND RESEARCH METHODOLOGY

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

- display extensive, systematic and profound knowledge of the methodology of research, including coherent and critical understanding of key terms, rules, concepts and principles in this context;
- analyse and synthesise this knowledge through independent evaluation of appropriate themes from one or more of the pericopes from the Bible languages which are suited to research methodology, by presenting them in various relevant formats;

- identify complex problems relating to the practical methodology of research as applied to the Bible languages; display conceptual precision with regard to the methodology of research through a practical process of data collection, organisation, critical analysis and interpretation; and effectively defend a viewpoint or present a hypothesis based on a pericope from the Bible languages in the form of a well-reasoned, logical and coherent argument in class context by means of individual or group methods.

BBTL672(16): LINGUISTICS AND LITERATURE STUDY FOR BIBLE LANGUAGES

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

- display extensive, systematic and profound knowledge of meaningful developments within General Language and Literature Study, including coherent and critical understanding of key terms, rules, concepts and principles in this context;
- identify and synthesise this knowledge critically through independent evaluation of appropriate themes from the Bible languages which relate to developments within General Language and Literature Study by presenting them in various relevant formats;
- identify complex problems in the Bible Languages which relate to developments within General Language and Literature Study; display conceptual precision with regard to developments within General Language and Literature Study through a practical process of data collection, organisation, critical analysis and interpretation; and effectively defend a standpoint or present a hypothesis in the form of a well-reasoned, logical and coherent argument in class context by means of individual or group methods.

BBTL673(24): INTRODUCTION TO BIBLE TRANSLATION

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

- display extensive, systematic and profound knowledge of the theory of Bible translation, including coherent and critical understanding of key terms, rules, concepts and principles relating to the functions of language, the concept "language", the purpose of translation, various approaches to translation, equivalence, the problem of structural differences between the source language and the target language, the importance of style and format, the translation of alien cultural concepts, a comparison between a number of Bible translations, and the practical value of knowledge of translation;
- identify and synthesise this knowledge critically through independent evaluation of appropriate themes from the Bible languages which are relevant to the theory of Bible Translation by presenting them in various relevant formats;
- identify complex problems relating to the practical methodology of Bible Translation as applied to the Bible languages; display conceptual precision with regard to the theory of Bible Translation through a practical process of data collection, organisation, critical analysis and interpretation; and effectively defend a viewpoint or present a hypothesis based on a pericope from the Bible languages in the form of a well-reasoned, logical and coherent argument in class context by means of individual or group methods.

BYBI311(8): BIBLE INTERPRETATION FOR LIFE AND SCIENCE

PC 1 x 3 hours

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

- display profound and systematic knowledge as well as coherent critical understanding of the essential premises relating to the understanding of the Bible;
- display profound and systematic knowledge as well as coherent critical understanding of the steps of a method to interpret the Bible by means of suitable aids and in a valid and defensible manner as applied to a topical scientific or lifestyle problem;

- select and apply this method effectively; critically analyse and synthesise the information obtained; and present the results of the various steps in a suitable IT format, all within an ethically acceptable framework;
- interpret the Bible independently in a valid and defensible manner with regard to any topical scientific and/or lifestyle problem.

BYBL111(8): INTRODUCTION TO THE BIBLE AND THE BIBLICAL WORLD

PC 2 x 1½ hours

Section A (4): Introduction to the Old Testament and its world

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

- display basic knowledge and intelligent understanding of the history of Israel as described in the Old Testament, literary genres of the Old Testament, and the current form and composition of the Old Testament as a collection of books;
- have an overview of the cultural-historical background of the Old Testament;
- display intelligent understanding of the importance, origin, nature, authority and traditional passing on of the canonical books of the Old Testament, and to define and defend their own viewpoint in this regard;
- explain and defend their own presuppositions relating to the nature of the books of the Old Testament;
- present the above-mentioned knowledge and information both orally and in writing; and collect, synthesise and evaluate data about selected topics.

Section B (4): Introduction to the New Testament and its world

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

- display basic knowledge and intelligent understanding of the place, unique nature and authority, origin, tradition, composition, historical events, geography, and cultural and social context of the New Testament;
- analyse, synthesise, interpret and apply such knowledge within an acceptable ethical framework;
- solve well-defined problems within a familiar context.

BYBL122(20): NEW TESTAMENT: INTRODUCTION TO INTERPRETATION; THE GOSPELS IN PASTORAL COUNSELLING

PC 1 x 2 hours

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, the Ethical and Pastoral application of them, the Revelation History of the Gospels, the Canonics of the Synoptic Gospels, and problems relating to the Synoptic Gospels;
- analyse, synthesise, interpret and apply such knowledge within an acceptable ethical framework;
- solve well-defined problems within a familiar context.

BYBL212(16): OLD TESTAMENT: INTRODUCTION TO INTERPRETATION OF THE OLD TESTAMENT; NARRATIVE AND LEGAL TEXTS, PENTATEUCH

PC 1 x 3 hours

Section 1 (8): Introduction to interpretation of the Old Testament

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

- display in-depth and extensive understanding of valid exegetic methodology, concentrating on narrative and legal texts;
- critically evaluate and apply the principles of Reformed scriptural interpretation (exegesis);
- evaluate alternative approaches to exegesis, especially historical-critical approaches, in terms of the above-mentioned exegetic principles;
- perform indepent exegesis of various pericopes, concentrating on narratives, by means of suitable Bible translations, and focusing on Reformed Bible study and counselling from a Reformational perspective;
- make effective use of various aids in the process of exegesis, for instance computer-based aids and footnotes in recent Bible translations;
- present and communicate the results of the exegesis in a useful and suitable IT format.

Section 2 (8): The Pentateuch

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

- display in-depth and systematic knowledge and coherent and critical understanding of the Pentateuch as a whole as well as the individual books comprising the collection, and perform independent critical evaluation of various viewpoints and current research on the origin, background and message of these books;
- formulate their own viewpoint on the origin and message of these books and communicate it in group discussions;
- formulate and explain an ethical framework on the basis of the Old Testament with specific reference to the place of the ethical, civil and ceremonial laws in the Pentateuch.

BYBL222(12): NEW TESTAMENT: REVELATION OF THE KINGDOM; THEMATIC OVERVIEW OF THE BOOKS OF THE NEW TESTAMENT

PC 1 x 5 hours

Section 1 (6): Revelation history

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

- display in-depth knowledge and extensive understanding of the central concepts "Gospel" and "Kingdom" in the New Testament;
- critically analyse and synthesise the data obtained; and apply and communicate the results for general pastoral counselling by means of a suitable IT format, all within an ethically acceptable framework.

Section 2 (6): Thematic overview of the NT

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

MODULE OUTCOMES

- display in-depth knowledge and extensive understanding of the reasons for and the purpose and structure of each of the following New Testament books: Acts, the Pauline Epistles, the General Epistles, and the Johannine writings (including Revelations);
- apply this concept by formulating a short overview of the contents of each of the above-mentioned New Testament books, and present it in a suitable IT format;
- identify themes, by means of basic research skills, in the above-mentioned books which may be important in pastoral counselling, and then analyse and synthesise the themes critically and present the result in a suitable IT format, all within an ethically acceptable framework.

BYBL311(24) (ONLY FOR 2009): INTERPRETATION OF LITERARY GENRES IN THE OLD TESTAMENT

PC 2 x 4 hours

Section 1: Human rights

Students should be able to:

- understand the concept of human rights as expressed in the idea of a constitutional state
- define the concept *human rights* from a Christian perspective
- assess the universal declaration of human rights from an ethical perspective
- evaluate individual proposed human rights from an ethical perspective
- assess human rights violations from an ethical perspective

Section 2: Interpretation of prophetic literature

Students should be able to:

- interpret prophetic literature
- explain the origin, background and message of the prophetic books
- discuss prophesy and prophetism in the Old Near East
- discuss the social organisation in old Israel, and explain its importance for an interpretation of the Old Testament.

Section 3: Interpretation of Poetic and Wisdom Literature

Students should be able to:

- interpret poetic and wisdom literature
- discuss the origin, background and message of the poetic and wisdom books
- evaluate literary approaches to the Old Testament
- discuss poetry and wisdom in Israel and the Old Near East.

BYBL312(20) (AS FROM 2010): PROPHETIC, POETIC AND WISDOM LITERATURE

PC 2 x 4 hours

Section 1 (7): Latter Prophets

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

MODULE OUTCOMES

- 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.

BYBL321(24): INTRODUCTION TO A FEW THEOLOGICAL FIELDS

PC 3 x 2 hours

The module consists of three sections:

Section 1: Ethics: Human Rights

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

- display profound and systematic understanding of the theoretical basis of human rights;
- collect and select information effectively, evaluate it in the light of existing knowledge so as to lay down guidelines to establish their own Christian foundation of human rights, and communicate it within an acceptable ethical framework;
- assess unfamiliar and abstract topical ethical problems within the context of human rights in South Africa.

Section 2: Mission as an Africa initiative

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

- display a profound and systematic understanding of the main ideologies and religions of our time;
- collect and select information effectively, evaluate it critically in the light of existing knowledge so as to establish guidelines on the missionary role of the Church, and communicate it in an appropriate manner within an acceptable ethical framework;
- assess unfamiliar and abstract missionary problems in the context of the missionary role of the Church.

Section 3: Introduction to Dogmatics

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

- display profound and systematic understanding of the theology of Calvin and the principal trends of the Reformation, including the doctrine of the trinity and eschatology in particular;
- collect and select information effectively, evaluate it critically in the light of existing knowledge so as to establish guidelines on the understanding of Reformational Theology, and communicate it in an appropriate manner within an acceptable ethical framework;
- assess unfamiliar and abstract topical dogmatic problems in Reformational Theology.

DOGM211(16): DOGMATICS: FROM SCRIPTURE TO THE DOCTRINE ON SIN

PC 1 x 3 hours

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

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

DOGM221(16): DOGMATICS: CHRISTOLOGY TO ESCHATOLOGY

PC 1 x 3 hours

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

MODULE OUTCOMES

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

DOGM311(16): DOGMATICS: MODERN THEOLOGIANS AND THEIR VALUE FOR PRACTICAL MINISTRY

PC 1 x 3 hours

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

- display profound knowledge and critical understanding of the theological viewpoints of a number of influential modern theologians;
- select such knowledge and understanding effectively, and apply and communicate it in suitable formats, both orally and in writing, within the framework of the Reformational doctrine;
- use well-developed collection skills to solve and answer unfamiliar, concrete and abstract questions and problems which are posed to the Reformed Confession and Theology by members of the above-mentioned theological schools of thought.

DOGM321(8): DOGMATICS: THE INSTITUTION OF CALVIN

PC 1 x 3 hours

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

- display in-depth systematic knowledge of the theology of Calvin as an introduction to Reformed Dogmatics;
- analyse and apply this knowledge and communicate it effectively in suitable formats, both orally and in writing, within the framework of Reformational doctrine;
- use the critical collection skills of evaluation, analysis and synthesis to solve well-defined unfamiliar problems in Dogmatics, all within an ethically acceptable framework.

DOGM621(8): SCRIPTURE TO THE DOCTRINE ON SIN

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

- display extensive and systematic knowledge of the character and content of Dogmatics and the doctrines on Revelation, God, Creation, Anthropology and Sin;
- evaluate this knowledge critically and independently and communicate it in suitable formats, both orally and in writing, within the framework of Reformational Theology;
- in the light of current research, address problems relating to the above-mentioned loci in Dogmatics by means of effective collection skills, all within an ethically acceptable framework.

DOGM671(24): FUNDAMENTALS OF DOGMATICS, SCRIPTURE TO THE DOCTRINE ON SIN, CHRISTOLOGY TO ESCHATOLOGY

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

MODULE OUTCOMES

- display extensive systematic knowledge as well as coherent understanding of the fundamentals of Dogmatics and all the loci which are discussed in Reformed Dogmatics;
- evaluate this knowledge critically, and communicate it in suitable formats within the framework of Reformational Theology;
- in the light of current problematics concerning the above-mentioned loci, apply effective collection skills to find solutions within an ethically acceptable framework.

DOGM811(8): CHRISTOLOGY TO ESCHATOLOGY

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

- display extensive systematic knowledge as well as coherent understanding of the following loci in Dogmatics: Christology, Pneumatology, Kingdom (Basileia), Ecclesiology, Doctrine of the Sacraments and Eschatology;
- analyse this knowledge critically, evaluate it independently, and communicate it in suitable formats within the framework of Reformational Theology;
- address current problems relating to the above-mentioned loci by means of effective collection skills, all within an ethically acceptable framework.

DOGM821(8): MODERN THEOLOGIANS AND THEIR VALUE FOR PRACTICAL MINISTRY

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

- display extensive, systematic and specialised knowledge of the theological views of a number of prominent modern theologians;
- evaluate this knowledge critically from a Reformational perspective, and communicate it in suitable formats;
- answer questions posed to Reformed Dogmatics by the above-mentioned theologians by means of well-developed collection skills.

DOGM872(96): DOGMATICS: DISSERTATION

Students should be able to:

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

DOGM873(24): DOGMATICS: MINIDISSERTATION

Students should be able to:

- submit a research proposal which reflects critical understanding and a clear outline of a limited research topic;
- provide evidence that they are familiar with the research methods and techniques of the subject;

- document the statement of the problem, aim, field, method, results and conclusions in a scientific manner;
- write a minidissertation in which they report on their research skill and their ability to record the results of their research.

DOGM874(16): PERSPECTIVES ON DOGMATIC

After completion of this module, students should be able to:

- distinguish ethical theories and apply them effectively to selected areas in the discipline;
- display extensive and systematic knowledge of the solution of ethical problems which they themselves have identified;
- compile submissions which are to be presented to role-players in education so as to make a constructive contribution to the moral education of communities.

DOGM876(32): PERSPECTIVES ON DOGMATIC

After completion of this module, students should be able to:

- identify ethical theories and apply them effectively to selected areas in the discipline;
- display extensive and systematic knowledge of the solution of the ethical problems identified by themselves;
- compile submissions which are to be presented to role-players in education so as to make a constructive contribution to the moral education of communities.

DOGM991(224): DOGMATICS: THESIS

Students should be able to:

- identify an unexploited area in the discipline through a comparative literature study of contemporary sources, and indicate the research merit and actuality of that area;
- write a research proposal which reflects critical understanding and a clear outline of the identified research topic;
- write a thesis in which the statement of the problem, aim, field, method, results and conclusions are documented in a scientific manner, and which clearly demonstrates extensive, systematic and specialised knowledge;
- provide a clear indication of the significance of the research for community development and the moral education of people within the scope of the research topic.

DOGM994(32): PERSPECTIVES ON DOGMATIC

After completion of the module, students should be able to:

- display specialised knowledge of the paradigmatic basis of Ethics;
- select their own paradigm on the basis of extensive and systematic knowledge of the philosophy of the subject;
- evaluate existing ethical theories in terms of their chosen paradigm;
- design their own theories in the light of the chosen paradigm which fulfil the scientific standards of ethics and reflect coherent critical understanding.

EKNP312(8): PERSONAL FINANCIAL MANAGEMENT

PC 2 x 3 hours

Upon the successful completion of this module, students should be able to:

- manage their personal finances in a healthy way;
- communicate recommendations regarding personal financial management effectively;
- explain how improved financial management skills can improve a family's living standards;
- make effective and well thought-through economical decisions;
- go about their personal budget and tax obligations in a responsible manner;
- realise the importance of saving early in your life;
- make investments that suits their risk profile;
- utilise various forms of credit in a responsible fashion;
- know which services banks can offer them; and
- make informed choices regarding insurance.

ENGH671(32): RESEARCH METHODOLOGY AND DISSERTATION

On completion of this module the student should:

- be knowledgeable about literary and linguistic research methodologies in general;
- be able to use a range of relevant electronic databases, Internet, and other research resources;
- be able to draft research proposals which conform with to generally-accepted norms and criteria;
- be able to formulate valid and scholarly problem statements;
- be able to construct/design research theses/hypotheses;
- be able to write an extended research paper in which he/she demonstrates the ability to analyse literary texts and linguistic phenomena;
- be able to integrate other viewpoints and criticism of schools of thought, theories, views and trends into an reasonably independent argument;
- be able to formulate a personal viewpoint logically and coherently while acknowledging and evaluating those of others in a responsible and scholarly manner;
- be able to manage critical and scholarly discourse in fluent and fairly sophisticated English; and
- be able to transfer these above skills to the writing of shorter papers in other English courses.

ENSW311(8): ENGLISH FOR THE PROFESSIONS

PC 1 x 2 hours

Students must be able to

- communicate accurately and fluently in English
- use English grammatical structures correctly
- write English accurately and appropriately
- use the appropriate conventions and register of English in a variety of professions.

ENTR221(8): CREATIVE ENTREPRENEURSHIP

PC 1 x 1 ½ hours

Students should be able to:

- demonstrate understanding of the creative process
- use applicable problem-solving techniques to generate ideas and solve problems
- evaluate the environment, and identify opportunities for creative applications
- demonstrate their skills in the collection and application of information
- understand and demonstrate an entrepreneurial attitude
- generate ideas in teamwork
- use entrepreneurial language
- develop an attitude of being alert to the exploitation of every opportunity
- prioritise
- analyse and plan solutions for work-specific situations.

ETIE121(8): FUNDAMENTALS OF ETHICS

PC 1 x 3 hours

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

- display basic knowledge of the metatheory of the discipline Theological Ethics and the place of the Ten Commandments in ethical reflection;
- interpret the Ten Commandments and apply them to contemporary ethical problems;
- analyse the above-mentioned interpretation and communicate it within an acceptable ethical framework in preaching and counselling.

ETIE211(16): HUMAN RIGHTS

PC 1 x 3 hours

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

- display in-depth knowledge of the historical development of human rights as expressed in the idea of a constitutional state;
- evaluate the universal declaration of human rights from a Christian perspective;

- evaluate a number of human rights violations in the South African context from an ethical perspective through effective selection, analysis and synthesis; and communicate solutions in an appropriate manner within an acceptable ethical framework.

ETIE311(16): RELEVANT ETHICAL THEMES

PC 1 x 3 hours

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

- display profound and systematic understanding of the theoretical foundation of Christian ethics;
- collect and select information effectively, evaluate it critically in the light of existing knowledge so as to lay down guidelines on the establishment of their own Christian foundation for ethical action, and communicate it in a suitable manner within an acceptable ethical framework;
- assess unfamiliar and abstract current ethical problems within the South African context.

(Relevant ethical themes are selected every year on the basis of their topicality at a given moment.)

ETIE621(8): HUMAN RIGHTS

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

- display in-depth knowledge of the ethics of human rights as it functions in the South African constitutional state;
- collect and select information effectively, evaluate it in the light of existing knowledge from a theological-ethical perspective, and communicate their own fundamental view in a suitable and prescribed manner within an acceptable ethical framework;
- assess human rights violations in the light of the ethics of human rights, and propose solutions.

ETIE671(24): HUMAN RIGHTS

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

- display extensive and systematic understanding of the metatheory of Christian Ethics and of human rights as expressed in the idea of a constitutional state;
- collect and select information effectively, evaluate it critically in the light of existing knowledge, and communicate their own fundamental Christian view on human rights in a suitable and prescribed manner within an acceptable ethical framework;
- evaluate unfamiliar and abstract problems relating to human rights violations from the perspective of their own Christian ethics.

ETIE821(8): RELEVANT ETHICAL THEMES IN A SOUTH AFRICAN CONTEXT

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

- identify pertinent ethical problems in contemporary South African society and analyse them in the light of their extensive and systematic knowledge;
- formulate ethical principles and norms from a Reformational metatheory which can be applied contextually;

- propose useful and directional solutions to the ethical problems by means of these formulated ethical principles and norms.

ETIE872(96): ETHICS: DISSERTATION

Students should be able to:

- submit a research proposal which reflects coherent and critical understanding of a well-defined and -formulated ethical research topic;
- provide evidence of specialised knowledge of the research methods and techniques of the subject;
- document the statement of the problem, aim, field, method, results and conclusions in a scientific manner;
- write a scientific dissertation which provides evidence of analytical ability, a critical approach and independent insight.

ETIE873(48): ETHICS: MINIDISSERTATION

Students should be able to:

- submit a research proposal which reflects critical understanding and a clear outline of a limited research topic;
- provide evidence of their familiarity with the research methods and techniques of the subject;
- document the statement of the problem, aim, field, method, results and conclusions in a scientific manner;
- write a minidissertation in which they report on their research skill and their ability to record the results of their research.

ETIE874(16): PERSPECTIVES ON ETHICS

After completion of this module, students should be able to:

- identify ethical theories and apply them effectively to selected areas in the discipline;
- display extensive and systematic knowledge of the solution of the ethical problems identified by themselves;
- compile submissions which are to be presented to role-players in education so as to make a constructive contribution to the moral education of communities.

ETIE875(8): RELEVANT ETHICAL THEMES IN A SOUTH AFRICAN CONTEXT

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

- identify and analyse contemporary ethical problems through the application of their extensive and systematic knowledge;
- establish ethical principles and norms from the perspective of a Reformational life and world view through their coherent and critical understanding of the subject;
- find useful and directional solutions to the ethical problems by means of these formulated ethical principles and norms, and propose the solutions in memoranda to community leaders.

ETIE876(32): PERSPECTIVES ON ETHICS

After completion of this module, students should be able to:

- identify ethical theories and apply them effectively to selected areas in the discipline;
- display extensive and systematic knowledge of the solution of the ethical problems identified by themselves;
- compile submissions which are to be presented to role-players in education so as to make a constructive contribution to the moral education of communities.

ETIE991(224): ETHICS: THESIS

Students should be able to:

- identify an unexploited area in the discipline through a comparative literature study of contemporary sources; and indicate the research merit and actuality of that area;
- write a research proposal which reflects critical understanding and a clear outline of the identified research topic;
- write a thesis in which the statement of the problem, aim, field, method, results and conclusions are documented in a scientific manner, and which clearly demonstrates extensive, systematic and specialised knowledge;
- provide a clear indication of the significance of the research for community development and the moral education of people within the scope of the research topic.

ETIE994(32): PERSPECTIVES ON ETHICS

After completion of the module, students should be able to:

- display specialised knowledge of the paradigmatic basis of Ethics;
- select their own paradigm on the basis of extensive and systematic knowledge of the philosophy of the subject;
- evaluate existing ethical theories in terms of their chosen paradigm;
- design their own theories in the light of the chosen paradigm which fulfil the scientific standards of ethics and reflect coherent critical understanding.

GRKS111(16): GREEK GRAMMAR I

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

- display basic knowledge of simple Greek passages, including intelligent understanding of key terms, rules, concepts, principles and theories with regard to morphological and syntactical analysis and explanation, as well as grammatical interpretation and translation to indicate that they have mastered the grammar, vocabulary and paradigms at basic level (approximately one-third of a recognised didactic grammar);
- analyse, synthesise and evaluate this knowledge, and communicate it in the prescribed format both orally and in writing;
- provide their own interpretation of the thought structure in a familiar and unfamiliar simple sentence at microlevel, and communicate their interpretation successfully.

GRKS121(16): GREEK GRAMMAR II

PC 1 x 3 hours

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

- display basic knowledge of more complex Greek passages, including intelligent understanding of key terms, rules, concepts, principles and theories with regard to morphological and syntactical analysis and explanation, as well as grammatical interpretation and translation to indicate that they have mastered the grammar, vocabulary and paradigms at basic level (approximately two-thirds of a recognised didactic grammar);
- analyse, synthesise and evaluate this knowledge, and communicate it in the prescribed format, both orally and in writing;
- provide their own interpretation of the thought structure in a familiar and unfamiliar compound sentence, and communicate their interpretation successfully.

GRKS211(16): GREEK GRAMMAR III AND SEMANTICS

PC 1 x 5 hours

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

- display in-depth knowledge of Greek passages and paragraphs, including extensive understanding of key terms, rules, concepts, principles and theories with regard to morphological and syntactical analysis and explanation, as well as grammatical interpretation and translation to indicate that they have mastered the grammar, vocabulary and paradigms at basic level (the complete contents of a recognised didactic grammar);
- analyse and synthesise this knowledge critically and communicate it in a suitable IT format;
- provide their own well-defined interpretation of the thought structure in familiar and unfamiliar Greek passages and paragraphs at micro- and macrolevel, and communicate the result in a suitable IT format;
- display in-depth knowledge and extensive understanding of the basic principles of the semantics of New Testament Greek, and apply this ability in the definition of the meaning of a word used in a specific context in the Greek New Testament, with valid and intelligent use of such means as dictionaries and lexicons;

GRKS221(16): GREEK COMPOSITION AND TEXTUAL CRITICISM OF THE NEW TESTAMENT

PC 1 x 5 hours

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

- display in-depth knowledge of New Testament textual criticism, interpret the textual criticism comments in contemporary editions, and perform successful and valid textual critical control of a Scriptural passage in the Greek New Testament;
- critically analyse and synthesise the grammatical principles of Greek syntax in the reading and generation of texts in Classical and New Testament Greek, and communicate the result in a suitable IT format;

MODULE OUTCOMES

- understand the fine stylistic nuances of the Greek language in both familiar and unfamiliar pericopes, and apply their knowledge in reading and generating texts in Classical and New Testament Greek.

GRKS311(16): GREEK TRANSLATION AND ANALYSIS OF TEXTS

PC 1 x 5 hours

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

- display in-depth and systematic knowledge of the analysis and the thought structure in pericopes with more complex texts from the Greek New Testament at micro- and macrolevel, and communicate the result successfully in suitable IT formats;
- display in-depth and systematic knowledge of electronic aids for the grammatical interpretation of the Greek New Testament, and use them in the translation and grammatical interpretation of pericopes and books from the New Testament;
- effectively identify the literary form of a pericope and/or book, and consider the implication of the literary form in the understanding of that pericope/book;
- translate simple and unfamiliar pericopes from the New Testament, Apostolic Fathers, LXX and authors of classical prose so as to demonstrate insight into the linguistic particulars and coherence of each sentence and/or pericope, and communicate the result in a suitable IT format.

GRKS321(16): GREEK TRANSLATION AND ANALYSIS OF MORE COMPLEX TEXTS

PC 1 x 4 hours

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

- translate more complex unfamiliar pericopes from the New Testament, Apostolic Fathers, LXX and authors of classical prose so as to demonstrate insight into the linguistic particulars and coherence of each sentence and/or pericope and into the genre of the particular pericope/book and the aids used in the textual criticism of the particular pericope; and communicate the result in a suitable IT format

GRKS671(24): PRACTICAL TRANSLATION, GREEK NEW TESTAMENT

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

- display extensive, systematic and profound knowledge of practical Bible translation, including intelligent understanding of key terms, rules, concepts, principles and theories;
- critically analyse and synthesise this knowledge by selecting suitable themes from one or more relevant Bible translations, evaluate them independently, and communicate the result in various suitable formats;
- identify complex problems relating to practical Bible translation, especially in contemporary research on Bible translation, by means of critical analysis, synthesis and independent evaluation of data in the form of an argument, and defend the result individually or in class context.

GRKS672(24): RHETORIC BASED ON THE NEW TESTAMENT

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

- display extensive, systematic and profound knowledge of the rhetoric of Ancient Greek texts, including intelligent understanding of key terms, rules, concepts, principles and theories;

- critically analyse and synthesise this knowledge by selecting suitable themes from one or more relevant texts, evaluate them independently, and communicate the result in various formats;
- identify complex problems relating to rhetoric in Ancient Greek texts, especially in contemporary research on rhetoric, by means of critical analysis, synthesis and independent evaluation of data in the form of an argument, and defend the result individually or in class context.

GRKS673(24): MORAL EXHORTATION IN THE FIRST CENTURY

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

- display extensive, systematic and profound knowledge of moral exhortation education in the Graeco-Roman world of the first century by, first, familiarising themselves with the state of research in this field and, secondly, reading a representative selection of relevant primary Greek texts;
- use this knowledge to put moral exhortation in the Greek New Testament in sociohistorical and literary relief by translating the particular scriptural passages to clearly show the relief;
- present the result in a suitable IT format within an ethically acceptable framework.

GRKS674(24): CLASSICAL GREEK MYTHOLOGY IN CONTEXT

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

- display extensive, systematic and profound knowledge of classical Greek mythology in context by, first, familiarising themselves with the state of research in this field and, secondly, reading a representative selection of relevant primary Greek texts, showing intelligent understanding of key terms, rules, concepts, principles and theories;
- critically analyse and synthesise this knowledge by selecting suitable themes from one or more relevant texts, evaluating them independently, and communicating the result in various formats;
- identify complex problems relating to classical Greek mythology in context, especially in contemporary research on classical Greek mythology, by means of critical analysis, synthesis and independent evaluation of data in the form of an argument, and defend the result individually or in class context;

GRKS675(24): SEPTUAGINT

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

- 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;
- critically analyse and synthesise this knowledge by selecting suitable themes from one or more relevant pericopes from the Septuagint, evaluating them independently, and presenting the result in various formats;
- identify complex problems relating to the Septuagint, especially in contemporary research on the Septuagint, by means of critical analysis, synthesis and independent evaluation of data in the form of an argument, and defend the result individually or in class context;

GRKS872(96): GREEK DISSERTATION

Students should be able to:

- display extensive, systematic and specialised knowledge as well as coherent critical understanding of Greek as a discipline in their analysis and synthesis of information and the evaluation thereof under supervision through well-developed collection skills, study and evaluation of literature and existing research in the form of a research report (dissertation);
- solve complex and real-life problems within Greek as a discipline through the analysis of their own ethical frameworks, with due consideration of other frameworks.

GRKS876(32): PERSPECTIVES ON GREEK

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

- display, both orally and in writing, extensive, systematic and specialised knowledge and coherent critical understanding of Greek as a discipline;
- analyse and synthesise this knowledge, and evaluate it under supervision through well-developed collection skills, study and evaluation of literature and existing research;
- solve complex and real-life problems and issues within Greek as a discipline through the analysis of their own ethical frameworks, with due consideration of other frameworks.

GRKS991(224): PERSPECTIVES ON GREEK

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

- display extensive, systematic and specialised knowledge as well as coherent critical understanding of Greek as a discipline in their analysis and synthesis of information and the evaluation thereof under supervision through well-developed collection skills, independent study and evaluation of literature and existing research in the form of a thesis;
- solve prominent complex and undefined problems in Greek as a discipline through the critical evaluation of their own ethical frameworks, with due consideration of other frameworks.

GRKS994(32): PERSPECTIVES ON GREEK

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

- display, both orally and in writing, extensive, systematic and specialised knowledge and coherent critical understanding of Greek as a discipline;
- analyse and synthesise this knowledge, and evaluate it independently through well-developed collection skills, independent study and evaluation of literature and existing research;
- solve prominent complex and undefined problems in Greek as a discipline through the analysis of their own ethical frameworks, with due consideration of other frameworks.

GRMN111(8): ELEMENTARY GERMAN 1

PC 1 x 2 hours

After completing the module, students should be able to:

MODULE OUTCOMES

- use basic communicative phrases, e.g. ordering a meal, buying a ticket and reserving a hotel room;
- read and translate elementary texts, e.g. fairy tales, stories and short newspaper items;
- write elementary texts, e.g. a CV, a postcard and an invitation;
- compare South African and German societies in terms of such themes as housing, education, transport, and social and cultural life.

GRMN121(16): ELEMENTARY GERMAN 2

PC 1 X 3 hours

After completing the module, students should be able to:

- use basic communicative phrases, e.g. order or buy an item, make an appointment and organise a journey;
- read and translate elementary texts, e.g. short pieces of prose and articles in newspapers and periodicals;
- write elementary texts, for instance describe situations, and write informal letters and e-mail to friends;
- compare South African and German societies in terms of such themes as education, transport, job opportunities, history and the political system.

HERM321(8): INTRODUCTION TO THEOLOGICAL HERMENEUTICS

PC 1 x 3 hours

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

- display comprehensive and systematic knowledge as well as coherent and critical understanding of the sphere and character of Biblical Studies; the introductory theoretical aspects of exegesis and hermeneutics; the significance and application of the Bible; and the history of biblical interpretation and current trends in this regard;
- in terms of this knowledge and understanding, critically analyse and synthesise hermeneutic statements and exegetic results, discuss them within an ethically acceptable framework and present the result in a suitable IT format.

HERM875(8): ADVANCED THEOLOGICAL HERMENEUTICS

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

- display extensive, systematic and specialised knowledge as well as coherent critical understanding of 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;

- analyse and synthesise this knowledge critically, and evaluate it under supervision through well-developed collection skills, study and evaluation of literature and existing research.

HOML211(8): SCRIPTURAL FUNDAMENTALS OF HOMILETICS

PC 1 x 3 hours

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

- display in-depth knowledge and extensive understanding of the Scriptural fundamentals of preaching;
- effectively select and apply the preliminary steps in the process of writing a sermon; select and use the building of a bridge 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 ;
- formulate the draft of the sermon logically and in readily-communicable Afrikaans or English;
- present well-defined, familiar and unfamiliar problems in an unfamiliar context in their own framework, so as to communicate the draft of their sermon.

HOML611(8): PRINCIPLES AND PRACTICE OF PREACHING

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

- display extensive and systematic knowledge, from an independent critical frame of reference, of the essence of preaching in a Reformational context and the methodology to be used in projecting the message of a biblical passage on to the life of the listener through an exegetic, hermeneutic and homiletic process;
- demonstrate their skills in accountable, balanced and effective use of the Bible, hermeneutic bridging and communicative sermon-writing with a view to the oral presentation of a sermon during a group session (preaching class) in different formats applicable to the context;
- reinforce their own ethical framework so as to cultivate an advanced sense of responsibility with regard to the weightiness of the Word with which they are dealing, and develop acute understanding of and sensitivity for the projection of the Word on to the listeners in a way which is neither manipulative nor truth obscurant;
- take a competent and effective step in delivering a sermon to listeners amid the complexity and problematics of their lives.

HOML621(8): CREATIVE PREACHING

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

- display extensive and systematic knowledge of the following specialist areas: the formation of homiletic basic theory on the place, function and presence of God and the Bible in the homiletic process; coherent and critical understanding of genre and narrative preaching and of the importance of the circumstances of the congregation's and the preacher's lives;
- skilfully (in terms of synthesising the above-mentioned specialist fields) adapt their language usage according to the demands made by the character and genre of the Bible,

the context of the listeners, and self-critical analysis of the presence of the preacher and the homiletic process, so as to create perspective through preaching;

- with due consideration of the listeners and of the preacher's own ethical framework, competently take an advanced step in the delivery of a sermon to listeners amid the complexity and problematics of their lives.

HOML671(16): HOMILETICS: THEORETICAL AND PRACTICAL ASPECTS

Section 1: Theoretical aspects

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

- display systematic knowledge, from an independent critical frame of reference, with regard to the essence of preaching in Reformational context and the methodology to be used in projecting the message of a biblical passage on to the life of the listener through an exegetic, hermeneutic and homiletic process;
- demonstrate their skills in accountable, balanced and effective use of the Bible, hermeneutic bridging and communicative sermon-writing with a view to the oral presentation of a sermon during a group session in different formats applicable to the context;
- reinforce their own ethical framework so as to cultivate an advanced sense of responsibility with regard to the weightiness of the Word with which they are dealing, and develop acute understanding of and sensitivity for the projection of the Word on to the listeners in a way which is neither manipulative nor truth obscurant.

Section 2: Practical aspects

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

- prepare sermons for special occasions – for instance funerals, marriage ceremonies, ecclesiastical feast days and days of penitence – and demonstrate extensive knowledge and critical understanding, independent skill in selecting the correct format for a specific context, and acute sensitivity for an ethically acceptable framework for the complex and real-life problems of the listeners;
- prepare compound sermons (eg narrative preaching) and demonstrate extensive knowledge and critical understanding, independent skill in selecting the correct format for a specific context, and acute sensitivity for an ethically acceptable framework for the complex and real-life problems of the listeners;
- use nonverbal communication effectively during a presentation, effectively adapt their presentation to a specific audience, and use verbal techniques to communicate information clearly and lucidly ;
- apply the technique of speech in a homiletic sense, reflecting in-depth knowledge and independent integration in their own homiletic approach, to the following specialist fields: breathing, sound production, resonance and articulation, the various methods for the organisation of content, guidelines on effective spoken language, and the sociological and psychological guidelines on audience analysis.

HOML821 (8): APPLIED HOMILETICS

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

- use the different elements in the sermon-making process to reflect extensive and systematic knowledge of the various formats required by the variables in contemporary situations, and effective collection skills in the research necessary to achieve this object;

MODULE OUTCOMES

- integrate the sermon and the liturgy, with coherent and critical understanding of the nature of the service and the encounter that is taking place;
- work out an effective programme for the practising of personal spirituality in the complex situation of full-time ministry, with due consideration of a suitable ethical framework with regard to all the people whose lives are affected and influenced by the work of a preacher;
- prepare an effective and suitable three-month programme for sermons, with due consideration of a suitable ethical framework with regard to all the people whose lives are affected and influenced by the work of a preacher.

HOML872(96): HOMILETICS: DISSERTATION

Students should be able to:

- submit a research proposal by means of critical analysis, synthesis and independent evaluation;
- provide evidence that they are familiar with the research methods and techniques of their field;
- 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;
- provide evidence of their analytical ability, critical approach and independent insight;
- 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.

HOML873(48): HOMILETICS: MINIDISSERTATION

Students should be able to:

- submit a research proposal by means of critical analysis, synthesis and independent evaluation;
- provide evidence that they are familiar with the research methods and techniques of their field;
- write a minidissertation, 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;
- provide evidence of their analytical ability, critical approach and independent insight;
- 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.

HOML874(16): PERSPECTIVES ON HOMILETICS

After completion of this module, students should be able to:

discuss a selection of topics in the field of Homiletics and, with due consideration of their own and other ethical frameworks, communicate specialised knowledge on the subject, displaying the necessary skills for critical analysis, synthesis and independent evaluation of the research field.

HOML876(32): PERSPECTIVES ON HOMILETICS

After completion of this module, students should be able to:

discuss a selection of topics in the field of Homiletics and, with due consideration of their own and other ethical frameworks, communicate specialised knowledge on the subject, displaying the necessary skills for critical analysis, synthesis and independent evaluation of the research field.

HOML991(224): HOMILETICS: THESIS

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 specialised manner;
- write a thesis, documenting the statement of the problem and the aim, field, method, results and conclusions through well-developed collection skills, including critical analysis, synthesis and independent data evaluation through independent literature study;
- provide evidence of their analytical ability, critical approach and independent insight;
- 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.

HOML994(32): PERSPECTIVES ON HOMILETICS

After completion of this module, students should be able to:

conduct a verbal discussion on the relevant literature, issues, methods and research in Homiletics. In the discussion, students should demonstrate that they have extensive, systematic and specialised knowledge of the pertinent areas of the subject, sufficiently well-developed collection skills to reach accountable conclusions, and an advanced ethical assessment framework to deal responsibly with research methodology and results.

KATE211(16): BIBLICAL FUNDAMENTALS OF CATECHETICS

PC 1 x 3 hours

After completion of this module, students should be able to:

- display basic knowledge of Catechetics;
- analyse this knowledge in any given context, and communicate it orally as well as in writing in a suitable format within an accept ethical framework;
- select and apply the Reformed theological approach to creative biblical instruction in different contexts after obtaining the appropriate teaching skills;

KATE621(8): CREATIVE BIBLICAL INSTRUCTION

After completion of this module, students should be able to:

- display systematic and in-depth knowledge of the origin, history and biblical teaching of Catechetics;

- critically analyse, synthesise and implement this knowledge in any given context, and communicate it both orally and in writing in a suitable format within an accepted ethical framework;
- identify and synthesise the critically collected information in various contexts from a Reformed theological perspective.

KATE872(96): CATECHETICS: DISSERTATION

Students should be able to:

- submit a research proposal which demonstrates coherent and critical understanding of a well-defined and formulated catechetics research topic;
- display specialised knowledge of research methods and techniques in this field;
- scientifically document the statement of the problem, aim, field, method, results and conclusions;
- present a scientifically prepared dissertation which proves analytical ability, a critical approach and independent insight.

KATE873(48): CATECHETICS: MINIDISSERTATION

Students should be able to:

- submit a research proposal which demonstrates critical understanding and a clear outline of a limited research topic;
- provide evidence that they are conversant with the research methods and techniques of the subject ;
- document the statement of the problem, aim, field, method, results and conclusion in a scientific manner;
- write a minidissertation in which they report on their research skills and their ability to record the results of their research.

KATE874(16): PERSPECTIVES ON CATECHETICS

After completion of this module, students should be able to:

- identify catechetic theories and apply them effectively to selected areas in the discipline;
- demonstrate extensive and systematic knowledge in the solution of the catechetic issues identified by themselves;
- write submissions which are to be presented to role-players in education so as to make a constructive contribution to the moral education of communities.

KATE876(32): PERSPECTIVES ON CATECHETICS

After completion of this module, students should be able to:

- identify catechetic theories and apply them effectively to selected areas in the discipline;
- demonstrate extensive and systematic knowledge in the solution of the catechetic issues identified by themselves;
- write submissions which are to be presented to role-players in education so as to make a constructive contribution to the moral education of communities.

KATE991(224): CATECHETICS: THESIS

Students should be able to:

- identify an unexploited area in the discipline through comparative literature study of contemporary sources, and indicate the merit and actuality of the area;
- prepare a research proposal which provides evidence of critical understanding and a clear outline of the identified research topic;
- write a thesis in which the statement of the problem and the aim, field, method, results and conclusions are documented in a scientific manner and which reflects extensive, systematic and specialised knowledge;
- give a clear indication of the significance of the research for community development and the moral education of people within the framework of the research topic.

KATE994(32): PERSPECTIVES ON CATECHETICS

After completion of this module, students should be able to:

- display specialised knowledge of the paradigm-driven aspect of Catechetics;
- select their own paradigm on the basis of extensive and systematic knowledge of the philosophy of the subject;
- evaluate existing catechetic theories in terms of their chosen paradigm;
- design their own theories in the light of the chosen paradigm which fulfil the scientific standards of the subject and reflect coherent critical understanding

KDGE121(16) FUNDAMENTALS OF CHURCH AND DOGMA HISTORY

PC 1 x 3 hour

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

- 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;
- interpret, analyse and evaluate this knowledge, and present it in a basic written format, all within an ethically acceptable framework;
- solve well-defined problems with regard to familiar facts and dogmatic phenomena relating to Church History in the Western and the Eastern Church.

KDGE 211(16): EARLY CHRISTIAN AND MEDIAEVAL CHURCHES

PC 1 x 3 hours

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

- display in-depth knowledge of the history of the early Christian church as well as extensive understanding of the dogmatic issues of that time;
- in the light of this knowledge, analyse the church historical data and present the result in a suitable academic paper, all within an ethically acceptable framework;
- assess and solve well-defined problems in the development of the church, especially the history of missionary work in the Middle Ages.

KDGE221(16): THE REFORMATION AND MODERN CHURCH AND DOGMA HISTORY

PC 1 x 3 hours

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

- display in-depth knowledge of the process of the Reformation, and extensive understanding of the theological disputes at the core of the process;
- in the light of this knowledge, analyse the church historical data and present the result in a suitable academic paper, all within an ethically acceptable framework;
- solve well-defined problems in the development of Church and Dogma History in modern times against the background of modern philosophical trends, and indicate their influence on the church of today.

KDGE311(16): SOUTH AFRICAN CHURCH HISTORY

PC 1 x 3 hours

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

- display profound and systematic knowledge of the history of the church in South Africa, as well as coherent and critical understanding of the influence of sociopolitical developments in South Africa on the missionary work of the church;
- select and apply this knowledge effectively, and present it in a suitable academic paper, all within an ethically acceptable framework;
- solve unfamiliar concrete and abstract problems in South African church history;
- be conversant with their own church tradition and assess it critically in the light of the history of other church traditions in South Africa.

KDGE321(16): CHURCH HISTORY: THE REFORMATION

PC 1 x 3 hours

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

- display profound and systematic knowledge of the Reformation, and coherent and critical understanding of all the disputes of the time with regard to dogmatics and canonicity;
- select and apply this knowledge effectively, and present it in a suitable academic paper, all within an ethically acceptable framework;
- solve unfamiliar concrete and abstract problems in the history of the Reformation;
- understand and assess their own roots from the perspective of church history and against the background of the developments in the church of the Reformation.

KDGE611(8): THE ECUMENIC AND REFORMED CONFESSIONS

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

- display extensive, systematic and profound knowledge of the history of the Reformation and the spreading of the Reformation during the sixteenth century;
- display coherent and critical understanding of the history of dogma and the origin of the ecumenic and the Reformed confession ;

- select, analyse and evaluate this knowledge effectively and critically, and present it in a suitable academic paper, all within an ethically acceptable framework;
- solve complex problems and issues in the history of dogma.

KDGE671(24): GENERAL AND SOUTH AFRICAN CHURCH AND DOGMA HISTORY

Section 1: General Church and Dogma History

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

- display extensive, systematic and profound knowledge of the history of the early Christian church, especially the dogmatic issues of that era;
- display coherent and critical understanding of the development of the church, especially the history of missionary work in the Middle Ages;
- select, analyse and evaluate this knowledge effectively and critically, and present it in a suitable academic paper, all within an ethically acceptable framework;
- solve complex problems and issues in the history of the early Christian church.

Section 2: South African Church and Dogma History

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

- display extensive, systematic and profound knowledge of the history of the church in South Africa;
- display coherent and critical understanding of the sociopolitical development in South Africa;
- select, analyse and evaluate this knowledge effectively and critically, and present it in a suitable academic paper, all within an ethically acceptable framework;
- solve complex problems and issues in the history of the church in South Africa, and analyse the history of their own church tradition against the background of South African church history.

KDGE821(8): MODERN CHURCH AND DOGMA HISTORY

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

- display extensive, systematic and specialised knowledge of South African church history and of the church and dogma history of the modern era;
- display coherent and critical understanding of the philosophical trends as a background to church and dogma history in the modern era;
- select, analyse and evaluate this knowledge effectively and critically, and present it orally and in a suitable academic paper, all within an ethically acceptable framework;
- solve complex problems and issues in the history of the modern church, and understand the history of their own church tradition against the background of general South African church history.

KDGE872(96): CHURCH AND DOGMA HISTORY: DISSERTATION

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;

MODULE OUTCOMES

- display coherent and critical understanding of the topic and its philosophical background;
- analyse, synthesise and evaluate this knowledge critically and independently, and present it as a dissertation, all within an ethically acceptable framework;
- solve complex problems and issues in a specific area of church and dogma history;
- provide evidence of well-developed collection skills, identification, critical analysis, synthesis and independent evaluation and literature study under supervision.

KDGE873(48): CHURCH AND DOGMA HISTORY: MINIDISSERTATION

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;
- display coherent and critical understanding of the topic and its philosophical background;
- analyse, synthesise and evaluate this knowledge critically and independently, and present it as a minidissertation, all within an ethically acceptable framework;
- solve complex problems and issues in a specific area of church and dogma history;
- provide evidence of well-developed collection skills, identification, critical analysis, synthesis and independent evaluation and literature study under supervision.

KDGE874(16): PERSPECTIVES ON CHURCH AND DOGMA HISTORY

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

- display extensive, systematic and specialised knowledge of a selection of topics which have a prominent place in the discipline of Church and Dogma History
- display coherent and critical understanding of the topic and its philosophical background;
- analyse, synthesise and evaluate this knowledge critically and independently, and present it in a suitable oral and/or written format, all within an ethically acceptable framework;
- solve complex problems and issues in selected areas of church and dogma history;
- provide evidence of well-developed collection skills, identification, critical analysis, synthesis and independent evaluation of data and literature study under supervision.

KDGE876(32): PERSPECTIVES ON CHURCH AND DOGMA HISTORY

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

- display extensive, systematic and specialised knowledge of a selection of topics which have a prominent place in the discipline of Church and Dogma History
- display coherent and critical understanding of the topic and its philosophical background;
- analyse, synthesise and evaluate this knowledge critically and independently, and present it in a suitable oral and written format, all within an ethically acceptable framework;
- solve complex problems and issues in selected areas of church and dogma history;
- provide evidence of well-developed collection skills, identification, critical analysis, synthesis and independent evaluation of data and literature study under supervision.

KDGE991(224): CHURCH AND DOGMA HISTORY: THESIS

Students should be able to:

- display extensive, systematic and specialised knowledge of a prominent area in the discipline of Church and Dogma History;
- display coherent and critical understanding of the topic and its philosophical background;
- analyse, synthesise and evaluate this knowledge critically and independently, and present it as a thesis, all within an ethically acceptable framework;
- solve complex problems and issues in selected areas of church and dogma history;
- provide evidence of well-developed collection skills, and independent execution of the study and evaluation of literature and existing research.

KDGE994(32): PERSPECTIVES ON CHURCH AND DOGMA HISTORY

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

- display extensive, systematic and specialised knowledge of relevant literature, issues, methods and research which have a prominent place in the discipline of Church and Dogma History;
- display coherent and critical understanding of the above-mentioned factors;
- analyse, synthesise and evaluate this knowledge critically and independently, and present it in a suitable oral format, all within an ethically acceptable framework;
- solve complex problems and issues in selected areas of church and dogma history;
- provide evidence of well-developed collection skills and independent execution of the study and evaluation of literature and existing research.

KERG611(8): INTRODUCTION TO REFORMED CHURCH POLITY

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

- display extensive and systematic knowledge of and insight into the fundamentals of the subject, Church Polity;
- display critical understanding of the significance and coherence of the vocabulary and terminology of Church Polity;
- use and evaluate this knowledge and insight effectively, and present it within an ethical framework in a suitable academic manner.

KERG811(8): REFORMED CHURCH POLITY: HISTORICAL OVERVIEW

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

- display extensive and systematic knowledge of and insight into the historical development of the subject;
- display critical understanding of the origin and content of the various church government systems, with the focus on the Presbyterian system;
- use and evaluate this knowledge and insight effectively, and present it in a scientific manner.

KERG872(96): CHURCH POLITY: DISSERTATION

Students should be able to:

- submit a research proposal which demonstrates coherent and critical insight into a clearly defined and formulated research design in the discipline of church Polity;
- provide evidence of specialised skill in the research methods and techniques of the discipline;
- document the statement of the problem, aim, field, method, results and conclusions in a scientific manner;
- write a scientific dissertation which demonstrates analytical ability, critical approach and independent insight.

KERG873(48): CHURCH POLITY: MINIDISSERTATION

Students should be able to:

- submit a research proposal which demonstrates coherent and critical insight into a clearly defined and formulated research design in the discipline of church Polity;
- provide evidence of specialised skill in the research methods and techniques of the discipline;
- document the statement of the problem, aim, field, method, results and conclusions in a scientific manner;
- write a scientific minidissertation which demonstrates analytical ability, critical approach and independent insight.

KERG874(16): PERSPECTIVES ON CHURCH POLITY

After completion of the module, students should be able to:

- identify theories and traditions in church polity, and use them effectively in selected areas of the discipline;
- 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.

KERG875(8): ORIENTATION TO THE CHURCH ORDER OF THE RCSA

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

- display knowledge of and insight into the church order of the RCSA with regard to its historical and fundamental background;
- understand and master the hermeneutics of the provisions in the church order through coherent and critical insight;
- consult the church order to find possible solutions to problems that emerge, and present their advice and insights in an effective and scientific manner.

KERG876(32): PERSPECTIVES ON CHURCH POLITY

After completion of the module, students should be able to:

- identify theories and traditions in church polity, and use them effectively in selected areas of the discipline;

- 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.

KERG991(224): CHURCH POLITY: THESIS

Students should be able to:

- identify an unexploited area in the discipline through a comparative literature study of contemporary sources, and indicate the merit and actuality of research in this area;
- prepare a research proposal which demonstrates critical understanding and a clear outline of the identified research topic;
- write a thesis in which the statement of the problem, aim, field, method, results and conclusions are documented in a scientific manner, and which displays extensive, systematic and specialised knowledge;
- clearly indicate the significance of the research for community development and the ethical education of people within the framework of the research topic.

KERG994(32): PERSPECTIVES ON CHURCH POLITY

After completion of this module, students should be able to:

- demonstrate specialised knowledge of the philosophical and theological fundamentals and paradigms of Church Polity;
- express their own opinion of one or more selected paradigms;
- justify and present their own insight, while evaluating other theories and traditions critically.

LATN111(8): LATIN FOR EVERYONE

PC 1 x 2 hours

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

- display basic knowledge and intelligent understanding of basic Latin vocabulary, phrases, a number of inflections and grammatical constructions, and historical and archaeological themes from the late Republican period;
- use this knowledge to analyse and translate simple Latin sentences, identify the influence of Latin on Afrikaans and English words, and communicate historical and archaeological themes from the late Republican period in writing, all within an ethically acceptable framework.

LATN121(16): LEGAL AND CHURCH LATIN

PC 1 x 3 hours

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

- display basic knowledge and intelligent understanding of Latin legal terminology or the Vulgate, further Latin inflections and grammatical constructions, Latin legal or church terminology, and historical and archaeological themes from the late Republican period;
- use this knowledge to analyse and translate texts from legal or church Latin, identify the role of Latin in the South African administration of justice or in theological discourse, and

communicate historical and archaeological themes from the late Republican period in written form in terms of modern political and cultural life.

LATN211(16): LATIN AUTHORS AND ROMAN HISTORY I

PC 1 x 3 hours

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

- display in-depth knowledge and intelligent understanding of Latin vocabulary, grammatical concepts and principles, and the context in which Christian authors lived and wrote;
- use this knowledge to analyse and translate texts from the Vulgate and Christian authors, and to interpret the texts at a simple level, all within an ethically acceptable framework;
- select and synthesise information from various sources about selected historical and archaeological sites in Europe which illustrate the life-world of the Christians, prepare a presentation in a suitable IT format together with other members of a group, and communicate it to an audience of fellow students, all within an ethically acceptable framework.

LATN221(24): LATIN AUTHORS AND ROMAN HISTORY II

PC 2 x 2 hours

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

- display in-depth knowledge and intelligent understanding of Latin vocabulary, grammatical concepts and principles, the political and cultural context in which selected authors from the Republican and/or early Imperial era (silver age) lived and wrote, their genres and style, contemporary commentaries on the work of the authors, and selected historical and archaeological themes from the Republican and the early Imperial era;
- apply this knowledge in the analysis and translation of texts of authors from the early Imperial era, commenting on the grammar, content and other related factors, interpreting the texts and finding links with current literature, all within an ethically acceptable framework.

LATN311(24): LATIN AUTHORS AND ROMAN HISTORY III

PC 2 x 2 hours

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

- display in-depth knowledge and intelligent understanding of Latin vocabulary, grammatical concepts and principles, the political and cultural context in which selected authors from the Imperial era (golden age) lived and wrote, their genres and style, authoritative modern commentaries on the work of the authors, and historical and archaeological themes from the Imperial era;
- apply this knowledge in the analysis and translation of texts of the authors from the Imperial era (golden age) and/or certain church fathers in the West, commenting on the grammar, content and other related factors, interpreting the texts and finding links at various levels with the literature and life-world of the 21st century;
- select and synthesise information from various sources about selected historical and archaeological sites in Europe which illustrate the life-world of the Imperial era and/or certain church fathers in the West, prepare a presentation in a suitable IT format, and communicate it to an audience of fellow students, all within an ethically acceptable framework.

LATN321(32): LATIN AUTHORS AND ROMAN HISTORY IV

PC 2 x 2 hours

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

- display in-depth knowledge and intelligent understanding of Latin vocabulary, grammatical concepts and principles, the political and cultural context in which selected Latin authors lived and wrote, their genres and style, authoritative contemporary commentaries on the work of the authors, and historical and archaeological themes from the latter Imperial era;
- apply this knowledge in the analysis and translation of texts of selected authors, comment on the grammar, content and other related factors, interpret the texts and find links at various levels with the literature and life-world of the 21st century, all within an ethically acceptable framework

LATN671(24): METHODOLOGY

PC 1 x 3 hours

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

- display comprehensive and systematic knowledge as well as intelligent and critical understanding of the research methodologies applying to the study and examination of Latin texts;
- demonstrate and apply this knowledge in the selection of a Latin text, analyse it according to a valid research theory, interpret it, formulate their own opinion on its character and merit, utilise opinions and theories on the text in secondary sources, analyse, synthesise and evaluate all the data obtained, and present the result efficiently as a research article, all within an ethically acceptable framework.

LATN672(24): TRANSLATION ON SIGHT AND THEORY OF TRANSLATION

PC 1 x 3 hours

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

- display extensive and systematic knowledge and intelligent critical understanding of the typical vocabulary, grammatical constructions and contextual references in Latin texts from a variety of genres, and of the current translation theory, principles and methods applying to translation from Latin texts;
- use and demonstrate their knowledge by translating texts, which have not been prepared in advance and which have been selected from a variety of genres, into Afrikaans or English through the analysis of passages and the identification of the grammatical constructions in them.

LATN673(24): CLASSICAL PROSE

PC 1 x 3 hours

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

- display comprehensive and systematic knowledge and intelligent critical understanding of the lives and writings of selected classical Latin prose writers as well as the literary, social and political environment in which they worked; the typical vocabulary of these selected classical prose writers; the current translation theory, principles and methods for the translation of Latin texts; the Latin grammatical constructions and style peculiar to

the specific Latin prose writers; and the views and theories on these writers in secondary sources;

- demonstrate and apply this knowledge in the analysis and translation of the texts of the Latin prose writers; comment on the grammar, content and other related factors; interpret the texts; formulate their own opinion on the nature and merit of the selected Latin prose writers; utilise the views and theories on selected Latin prose writers in secondary sources; analyse, synthesise and evaluate all the collected data critically; and present the result efficiently to an audience of knowledgeable people, all within an ethically acceptable framework.

LATN674(24): CHRISTIAN PROSE

PC 1 x 3 hours

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

- display comprehensive and systematic knowledge and intelligent critical understanding of the lives and writings of Christian prose writers as well as the literary, social and political environment in which they worked; the typical vocabulary of Christian prose writers; the current translation theory, principles and methods for the translation of Latin texts; the Latin grammatical constructions and style peculiar to the Christian prose writers; and the views and theories on Christian prose writers in secondary sources;
- demonstrate and apply this knowledge in the analysis and translation of the texts of Christian prose writers; comment on the grammar, content and other related factors; interpret the texts; formulate their own opinion on the nature and merit of the Christian prose writers; utilise the views and theories on Christian prose writers in secondary sources; analyse, synthesise and evaluate all the collected data critically; and present the result efficiently in a suitable IT format to an audience of knowledgeable people, all within an ethically acceptable framework.

LATN675(24): CLASSICAL POETRY

PC 1 x 3 hours

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

- display comprehensive and systematic knowledge and intelligent critical understanding of the lives and writings of selected authors of classical poetry as well as the literary, social and political environment in which they worked; the typical vocabulary of Latin classical poetry; the current translation theory, principles and methods for the translation of Latin texts; the Latin grammatical constructions and style peculiar to Latin classical poetry; and the views and theories on selected Latin classical poetry in secondary sources;
- demonstrate and apply this knowledge in the analysis and translation of the texts of Latin classical poetry; comment on the grammar, content and other related factors; interpret the texts; formulate their own opinion on the nature and merit of the Latin classical poetry; utilise the views and theories on classical poetry in secondary sources; analyse, synthesise and evaluate all the collected data critically; and present the result efficiently in a suitable IT format to an audience of knowledgeable people, all within an ethically acceptable framework.

LATN676(24): CHRISTIAN POETRY

PC 1 x 3 hours

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

- display comprehensive and systematic knowledge and intelligent critical understanding of the lives and writings of the authors of Christian poetry as well as the literary, social and political environment in which they worked; the typical vocabulary of Latin Christian poetry; the current translation theory, principles and methods for the translation of Latin texts; the Latin grammatical constructions and style peculiar to Christian poetry; and the views and theories on the selected Latin Christian poetry in secondary sources;
- demonstrate and apply this knowledge in the analysis and translation of the texts of Latin Christian poetry; comment on the grammar, content and other related factors; interpret the texts; formulate their own opinion on the nature and merit of Latin Christian poetry; utilise the views and theories on Latin Christian poetry in secondary sources; analyse, synthesise and evaluate all the collected data critically; and present the result efficiently in a suitable IT format to an audience of knowledgeable people, all within an ethically acceptable framework.

LATN677(24): LEGAL LATIN

PC 1 x 3 hours

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

- display comprehensive and systematic knowledge and intelligent critical understanding of the lives, writings and lives of the authors of legal Latin texts, as well as the literary, social and political environment in which they worked; the typical vocabulary of legal Latin texts; the current translation theory, principles and methods for the translation of Latin texts; the Latin grammatical constructions and style peculiar to legal Latin texts; and the views and theories on legal Latin in secondary sources;
- demonstrate and apply this knowledge in the analysis and translation of legal Latin texts; comment on the grammar, content and other related factors; interpret the texts; formulate their own opinion on the nature and merit of legal Latin; utilise the views and theories on legal Latin in secondary sources; analyse, synthesise and evaluate all the collected data critically; and present the result efficiently in a suitable IT format to an audience of knowledgeable people, all within an ethically acceptable framework.

LATN871(128): LATIN: DISSERTATION

Students should be able to:

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

LATN971(256): LATIN: THESIS

Students should be able to:

- critically analyse and synthesise extensive, systematic and specialised knowledge and coherent objective understanding in Latin as a discipline, evaluate it independently by means of well-developed collection skills, independent study and evaluation of literature and existing research, and present the result in the form of a thesis;

- solve prominent complex and undefined problems in Latin as a discipline through the critical evaluation of their own ethical frameworks, with due reference to other frameworks.

LITK221(16): ELEMENTS OF LITURGICS

PC 1 x 3 hours

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

- display profound and extensive knowledge of the various elements of the liturgy (church service);
- select and apply a brief history of the main events in the development of the liturgy, analyse and synthesise the information obtained thus, and communicate in a suitable format, all within an ethically acceptable framework;
- apply the essence and elements of the liturgy in their own spiritual lives by means of well-defined problems.

LITK611(8): LITURGICAL PRACTICE

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

- display extensive, systematic and in-depth knowledge of the history of the liturgy (especially during the second, sixteenth and twentieth centuries), and evaluate current liturgical movements;
- implement their own critical ethical framework, with consideration of other frameworks, for the participation of the congregation in the liturgy; assess the various symbols and rituals in the liturgy and use them where necessary, describe the nature of and requirements for singing in the church, and analyse the different types of hymns;
- guide church members, through critical and independent analysis, synthesis and evaluation of the congregation, to continue with the liturgy in their daily lives (in the home, workplace and community);
- display effective collection skills in the identification, critical analysis, synthesis and independent evaluation of the liturgy of the sacraments, communicate them and demonstrate how they should be implemented in practice;
- display coherent and critical understanding of the liturgy of marriage and funeral services.

LITK671(16): LITURGICAL PRACTICE

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

- display extensive, systematic and in-depth knowledge of the history of the liturgy (especially during the second, sixteenth and twentieth centuries), and evaluate current liturgical movements;
- implement their own critical ethical framework, with consideration of other frameworks, for the participation of the congregation in the liturgy; assess the various symbols and rituals in the liturgy and use them where necessary, describe the nature of and requirements for singing in the church, and analyse the different types of hymns;
- guide church members, through critical and independent analysis, synthesis and evaluation of the congregation, to continue with the liturgy in their daily lives (in the home, workplace and community);

- display effective collection skills in the identification, critical analysis, synthesis and independent evaluation of the liturgy of the sacraments, communicate them and demonstrate how they should be implemented in practice;
- display coherent and critical understanding of the liturgy of marriage and funeral services.

LITK811(8): THE LITURGY OF PUBLIC WORSHIP

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

- display extensive, systematic and specialised knowledge of the premises of Reformed liturgy, namely:
 - the work of the Holy Spirit, and order in the assembly
 - the events during the encounter, and the types of encounters during the assembly
 - unity and freedom in the liturgy
 - the presence of God in the assembly
- 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;
- 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 ;
- 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.

LITK872(96): LITURGICS: DISSERTATION

In the writing of the dissertation, students should be able to:

- 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;
- display coherent and critical understanding in the scientific documentation of the statement of the problem, aim, field, method, results and conclusions;
- provide evidence of well-developed collection skills, identification, critical analysis, synthesis and independent evaluation of analytical ability, a critical approach and independent insight ;
- compile their own critical ethical framework, with due reference to other frameworks, of their research skill and their ability to record the results of their research, write a report and communicate the result in a suitable format.

LITK873(48): LITURGICS: MINIDISSERTATION

In the writing of the minidissertation, students should be able to:

- 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;
- display coherent and critical understanding in the scientific documentation of the statement of the problem, aim, field, method, results and conclusions;

- provide evidence of well-developed collection skills, identification, critical analysis, synthesis and independent evaluation of analytical ability, a critical approach and independent insight;
- 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.

LITK874(16): PERSPECTIVES ON LITURGICS

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

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.

LITK876(32): PERSPECTIVES ON LITURGICS

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

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.

LITK991(224): LITURGICS: THESIS

In the writing of the thesis, students should be able to:

- 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;
- display coherent and critical understanding in the scientific documentation of the statement of the problem, aim, field, method, results and conclusions;
- provide evidence of well-developed collection skills, identification, critical analysis, synthesis and independent evaluation of analytical ability, a critical approach and independent insight;
- 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.

LITK994(32): PERSPECTIVES ON LITURGICS

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

display extensive, systematic and specialised knowledge through the discussion of a selection of topics in the field of Liturgics, encapsulate their view in their own critical ethical framework, communicate it in a suitable manner, and conduct a vocal discussion on relevant literature, issues, methods and research in Liturgics.

MISS211(8): MISSION AND THEOLOGY

PC 1 x 3 hours

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

- display in-depth understanding and extensive knowledge of mission history and the underlying paradigm of each period in history;

- analyse and understand missiology as a theological discipline;
 - evaluate different mission models according to the biblical-theological fundamentals of mission in an ethical acceptable framework.

MISS221(16): MISSION AS AN AFRICA INITIATIVE

PC 1 x 3 hours

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

- display in-depth knowledge and extensive understanding of the main ideologies of modern time, the advent and state of Christianity in Africa and its contribution to global mission;
- analyse the contribution of African Christianity to theology and global mission effectively, and present it critically in a suitable IT format;
- design a model for the contextualisation of Christianity in Africa within an ethically acceptable framework.

MISS213(8): MISSION AND COUNSELLING

PC 1 x 3 hours

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

- display in-depth knowledge and extensive understanding of the missionary perspective in pastoral counselling;
- analyse a person's view of life, and present solutions in a suitable IT format so that the counselling process runs smoothly in the particular culture;
- provide a solution within an ethically acceptable framework for the transformation of society by Christianity in the midst of the religious pluralism.

MISS311(16): MISSIONARY APOLOGETICS

PC 1 x 3 hours

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

- display profound and systematic understanding of the task, place and method of Missionary Apologetics;
- display a profound and systematic knowledge of sects and cults and their heresies as manifested in the New Religious Movements;
- evaluate different models to refute the heresies of Pentecostalism and Perfectionism within a Biblically ethical framework and provide guidelines for the evangelisation of their followers within different ethical approaches.

MISS312(8): THEORY OF INTERCULTURAL COMMUNICATION OF THE GOSPEL

PC 1 x 3 hours

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;

- identify, critically analyse, synthesise and evaluate the problems experienced during contextualisation in missionary practice so as to take proactive measures to prevent the distortion of the message during contextualisation; and present it effectively in a suitable IT format;
- design a model for effective cross-cultural evangelistic communication which will solve problems that may occur, all within a biblical ethical framework.

MISS321(16): Intercultural Communication of the Gospel

PC 1 x 3 hours

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;
- identify, critically analyse, synthesise and evaluate the problems experienced during contextualisation in missionary practice so as to take proactive measures to prevent the distortion of the message during contextualisation; and present it effectively in a suitable IT format;
- design a model for effective cross-cultural evangelistic communication which will solve problems that may occur, all within a biblical ethical framework.
- evaluate different models and methods of the communication of the Gospel to followers of African Traditional Religion (ATR), Islam, Hinduism and secularised people within a Biblical ethical framework.

MISS621(8): A CHRISTIAN THEOLOGY OF RELIGIONS

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

- display extensive and systematic knowledge of the task and method of the *theologiae religionum* within religious pluralism, and in-depth knowledge of the Reformed theological view of other religions;
- conduct critical analysis and synthesis of various theological models of religious pluralism so as to evaluate them independently within an ethically acceptable framework, and present the study in a suitable IT format to a discussion group;
- select information effectively and identify the way in which a Christian denomination executes its missionary calling, evaluate its work effectively and present solutions for the ethically accountable proclamation of the Gospel in a society of religious pluralism.

MISS671(24): PERSPECTIVES ON MISSIOLOGY

Section 1: Introductory historical aspects

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

- display extensive and systematic knowledge of missiology as it is rooted in the Bible and used in history, as well as coherent and critical understanding of the underlying paradigm in each era of missiological history;
- conduct critical analysis and synthesis of the various viewpoints on missiology as theology so as to evaluate them independently, and formulate their own viewpoint so as to present it to a discussion group in a suitable IT format, all within an ethically acceptable framework;

- select information effectively, and identify the way in which a Christian denomination executes its missionary calling (mission model), evaluate its work effectively and present solutions for the ethically accountable proclamation of the Gospel in a society of religious pluralism.

Section 2: Perspectives on Missiology

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

- display extensive and systematic knowledge of the task of missiology to transform society, and of the combating of poverty, violence and the exploitation of the environment;
- conduct critical analysis and synthesis of cross-cultural communication in missiology, and independently evaluate the various models that have been used in history;
- collect information about the current state of affairs so as to develop a model that can be used by the church in its missiological task to solve one of the crucial social issues (eg justice for the poor, xenophobia, racial hatred), all within an ethically acceptable framework.

MISS811(8): MISSION AS AN AFRICA INITIATIVE

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

- display extensive and systematic knowledge of all the ideologies of modern time, in-depth knowledge of the advent of Christianity in Africa, and coherent and critical understanding of Africa's reaction to this;
- analyse the contribution of African Christianity to theology and global mission effectively, analyse it critically, evaluate it independently, and present the result critically in a suitable IT format to a discussion group for evaluation;
- design a model for the contextualisation of Christianity in Africa within an ethically acceptable framework, with due consideration of the contribution by the African Independent Churches to the expansion of Theology.

MISS821(8): MISSIONARY APOLOGETICS

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

- display profound and systematic understanding of the task, place and method of Missionary Apologetics;
- display a profound and systematic knowledge of sects and cults and their heresies as manifested in the New Religious Movements;
- display a profound knowledge in a ethical Biblical framework how to evangelise the followers of all the sects and cults;
- evaluate different models to refute the heresies of Pentecostalism and Perfectionism within a Biblically ethical framework and provide guidelines for the evangelisation of their followers within different ethical approaches.

MISS872(96): MISSIOLOGY: DISSERTATION

Students should be able to:

- display extensive and systematic knowledge of missiology as a theological science, and profound knowledge and critical understanding of one aspect of missiology;

- offer a well-developed collection of literary and field research, and conduct critical analysis and evaluation of the data under the guidance of a tutor so as to present the result in a dissertation;
- present a solution to a practical missiological problem within their own critical ethically acceptable framework, with due consideration of other viewpoints.

MISS873(48): MISSIOLOGY: MINIDISSERTATION

Students should be able to:

- display extensive and systematic knowledge of missiology as a theological science, and profound knowledge and critical understanding of one aspect of missiology;
- offer a well-developed collection of literary and field research, and conduct critical analysis and evaluation of the data under the guidance of a tutor so as to present the result in a minidissertation;
- present a solution to a practical missiological problem within their own critical ethically acceptable framework, with due consideration of other viewpoints.

MISS874(16): PERSPECTIVES ON MISSIOLOGY

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

- display extensive and systematic knowledge of missiology, and profound understanding of a selection of missiological topics;
- offer a well-developed collection of literary research by the formulation of their own viewpoint on a selection of topics and the critical analysis and evaluation of other viewpoints;
- present a solution to a missiological problem from a selection of topics within their own critical ethically acceptable framework, with due consideration of other viewpoints.

MISS875(8): MISSION AS EVANGELISATION AND SERVICE

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

- display profound and systematic understanding of the principles of Reformed evangelisation and the challenges presented by contemporary culture in a postmodern era;
- evaluate different models and methods of evangelisation, and develop and apply guidelines for an evangelisation project in a certain congregation and present it in a suitable IT format ;
- design a vision for evangelisation and service for your church community within a Biblical ethical framework that refutes the post modern ethical paradigm that all religions are equal, test it scientific and provide feedback.

MISS876(32): PERSPECTIVES ON MISSIOLOGY

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

- display extensive and systematic knowledge of missiology as a theological science, and profound knowledge and critical understanding of a wide selection of missiological topics;
- offer a well-developed collection of literary research by the formulation of their own viewpoint on a wide selection of topics and the critical analysis and evaluation of other viewpoints;

- present a solution to a missiological problem from a selection of topics within their own critical ethically acceptable framework, with due consideration of other viewpoints.

MISS991(224): MISSIOLOGY THESIS

Students should be able to:

- display extensive and systematic knowledge of missiology as a theological science, and specialised knowledge as well as critical understanding and evaluation of a selection of missiological topics;
- offer a well-developed collection of existing literature and research through independent study and the formulation of their own viewpoint on a specific topic in missiology so as to present the result in a complete, justifiable and documented thesis which provides evidence of analytical skills, a critical approach and independent insight;
- present a solution to a specific missiological problem within their own critical ethically acceptable framework, with due consideration of other viewpoints.

MISS994(32): PERSPECTIVES ON MISSIOLOGY

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

- display extensive and systematic knowledge of missiology as a theological science, and specialised knowledge as well as coherent and critical understanding of a selection of missiological topics;
- offer a well-developed collection of literary research by the formulation of their own viewpoint on a wide selection of topics and the independent critical evaluation of other viewpoints;
- present a solution to a missiological problem from a selection of topics within their own critical ethically acceptable framework, with due consideration of other viewpoints

NTES111(8): INTRODUCTION TO THE NEW TESTAMENT: HISTORY AND GENERAL CANONICS

PC 1 x 2 hours

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

- display basic knowledge and intelligent understanding of the place, unique character and authority, origin, traditional passing on, composition, historical events, geography, and cultural and social context of the New Testament;
- analyse, synthesise, interpret and apply this knowledge within an acceptable ethical framework;
- solve well-defined problems in a familiar context.

NTES121(16): THE SYNOPTIC GOSPELS

PC 1 x 3 hours

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;

- analyse, synthesise, interpret and apply such knowledge within an acceptable ethical framework;
- solve well-defined problems within a familiar context.

NTES211(16): INTRODUCTION TO EXEGESIS OF THE NEW TESTAMENT AND ITS SOCIOHISTORICAL CONTEXT

PC 1 x 8 hours

Section 1 (8): Introduction to Exegesis of the New Testament

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

- display in-depth knowledge and extensive understanding of the steps of a method to conduct exegesis of the New Testament, all within an ethically acceptable framework;
- select the steps of this method effectively and apply them in practice; analyse and synthesise the information obtained thus; and present the result of the various steps in a suitable IT format, all within an ethically acceptable framework;
- 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.

NTES221(16): ACTS, THE GENERAL EPISTLES, HEBREWS AND THE PAULINE EPISTLES

Section 1 (8): Acts and the General Epistles

PC 1 x 8 hours

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

PC 1 x 5 hours

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) on 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.

NTES311(16): GENERAL CANONICS, PAULINE EPISTLES

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

- display profound and systematic knowledge of the formal and historical aspects of the New Testament Canon;
- display coherent and critical understanding of the fundamentals of the New Testament Canon;
- 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;
- 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.

NTES321(16): KEY THEMES OF REVELATION HISTORY, THE JOHANNINE BOOKS

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;
- demonstrate profound and systematic knowledge of the Particular Canonics of each of the Johannine Books;
- display coherent and critical understanding of the significance of the revelation in each of the Johannine books, both individually and collectively, within the context of the New Testament Canon as a whole .

NTES611(16): NEW TESTAMENT EXEGESIS

PC 1 x 8 hours

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 to conduct exegesis of the New Testament for Reformed preaching of the Word;
- analyse and select the steps of this method effectively and apply them in practice; analyse and synthesise the information obtained thus; evaluate the information independently on the basis of the student's familiarity with current research in the discipline; and present the result of the various steps in a suitable IT format, all within an ethically acceptable framework;
- independently select a pericope from the New Testament for a specific situation, and conduct defensible exegesis of the pericope.

Section 2 (4): Introduction to the sociohistorical context of the New Testament

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;
- analyse 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 the student's 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: 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 of General Canonics as a discipline;
- critically analyse and synthesise the principles and methods of General Canonics; evaluate them independently on the basis of the student's familiarity with current

research in the discipline; and evaluate viewpoints on the origin, scope and authority of the Canon critically;

- display extensive, systematic and profound knowledge as well as coherent and critical understanding of the character, principles and scientific methods of New Testament Revelation History as a discipline;
- analyse and synthesise the principles and methods of New Testament Revelation History; evaluate them independently, and apply them to the New Testament Canon through the formulation and evaluation of their own viewpoints on the key themes of New Testament revelation history; present the result of the application of the method as part of the IT format on Revelation History, all within an ethically acceptable framework and on that basis;
- critically analyse and synthesise the principles and methods of New Testament Revelation History; evaluate them independently; on the basis of the student's familiarity with current research in the discipline, formulate and evaluate viewpoints on the key themes of New Testament Revelation History.

NTES621(8): THE SYNOPTIC GOSPELS

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

- display extensive, systematic and profound knowledge as well as coherent critical understanding of the principles and methods of interpreting the Synoptic Gospels in Greek, the Revelation History of the Gospels, the Canonics of the Synoptic Gospels, and problems relating to the Synoptic Gospels;
- 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.

NTES672(24): INTRODUCTION TO NEW TESTAMENT EXEGESIS AND HERMENEUTICS, REVELATION HISTORY, GENERAL CANONICS AND THE SOCIOHISTORICAL CONTEXT OF THE NEW TESTAMENT. THE SYNOPTIC GOSPELS

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 to conduct exegesis of the New Testament for the ministry of the Word, all within an acceptable ethical framework;
- critically analyse and select the steps of this method and apply them in practice; analyse and synthesise the information obtained thus; evaluate the information independently on the basis of the student's familiarity with current research in the discipline; and present the result of the various steps in a suitable IT format, all within an ethically acceptable framework;
- select a pericope from the New Testament independently for a specific situation, and conduct defensible exegesis of the pericope.

Section 2 (4): Introduction to the sociohistorical context of the New Testament

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

MODULE OUTCOMES

- 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;
- analyse and apply the steps of this method effectively and apply them in practice; critically analyse and synthesise the information obtained thus; evaluate the information independently on the basis of the student's familiarity with current research in the discipline; and present the result of the 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 (8): 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 critically analyse, effectively select and apply this knowledge in practice;
- arrange the exegetic material systematically – by means of aids – with a view to describing facets of God's revelation in the New Testament; present the result in a suitable IT format, all within an ethically acceptable framework.

Section 4 (8): The Synoptic Gospels

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

- display extensive, systematic and profound knowledge as well as coherent critical understanding of the Revelation History of the Gospels, the Canonics of the Synoptic Gospels, and problems relating to the Synoptic Gospels;
- effectively identify, collect, critically analyse, synthesise and independently evaluate this knowledge and data 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.

NTES811(16): ACTS AND THE GENERAL EPISTLES, HEBREWS AND PAUL'S CAPTIVITY EPISTLES, 1 AND 2 CORINTHIANS

Section 1 (8): Acts and the General Epistles

PC 1 x 8 hours

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 the student's 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 the student's 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 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 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 the analysis of idea structuring and monitoring of revelation history as part of grammatical-historical exegesis; evaluate the process independently, based on the student's 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.

NTES821(8): PAULINE EPISTLES: 1 AND 2 THESSALONIANS, GALATIANS, ROMANS AND THE PASTORAL EPISTLES

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 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 the analysis of idea structuring and monitoring of revelation history as

part of grammatical-historical exegesis; evaluate the process independently, based on the student's 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.

NTES872(96): NEW TESTAMENT: DISSERTATION

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.

NTES873(48): NEW TESTAMENT: MINIDISSERTATION

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 (minidissertation);
- 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.

NTES874(16): PERSPECTIVES ON NEW TESTAMENT

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

- display extensive, systematic and specialised knowledge as well as coherent critical understanding of New Testament as a discipline, both orally and in writing;
- analyse and synthesise this knowledge, and evaluate it under supervision through well-developed collection skills, study and evaluation of literature and existing research;
- solve complex and real-life problems and issues in New Testament as a discipline through the evaluation of their own ethical frameworks, with due consideration of other frameworks.

NTES875(16): (1) KEY THEMES OF REVELATION HISTORY IN THE NEW TESTAMENT; (2) THE JOHANNINE BOOKS

Section 1: Johannine books

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

- display extensive, systematic and specialised knowledge as well as coherent and critical understanding of the Particular Canonics of the Gospel by John, the three Johannine

books and the book of Revelations; and indicate the significance of revelation history (in a theological sense) of these books within the Canon as a whole;

- critically analyse and synthesise this knowledge, and evaluate it under supervision through well-developed collection skills, study and evaluation of literature and existing research;
- select the exegetic guidelines mastered in previous modules effectively and apply them to selected pericopes from these Bible books; critically analyse and synthesise the information obtained thus; evaluate it independently, based on the student's familiarity with current research in the discipline; and present the result of the various steps in a suitable IT format, all within an ethically acceptable framework;
- 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 the student's 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.

Section 2: Key themes of Revelation History in the New Testament

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

- identify, define and describe the key themes of revelation history in the New Testament independently and in a scientifically accountable manner, and make it applicable for use in Biblical Studies and the ministry
- display extensive, systematic and specialised knowledge as well as coherent critical understanding of Revelation History in the New Testament as a discipline, both orally and in writing;
- critically analyse and synthesise this knowledge, and evaluate it under supervision through well-developed collection skills, study and evaluation of literature and existing research; use these skills by identifying and describing their own insight in the key themes of New Testament and making it applicable for use in Biblical Studies and the ministry.

NTES876(32): PERSPECTIVES ON NEW TESTAMENT

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

- display extensive, systematic and specialised knowledge as well as coherent critical understanding of New Testament as a discipline, both orally and in writing;
- analyse and synthesise this knowledge, and evaluate it under supervision through well-developed collection skills, study and evaluation of literature and existing research;
- solve complex and real-life problems and issues in New Testament as a discipline through the evaluation of their own ethical frameworks, with due consideration of other frameworks.

NTES991(224): NEW TESTAMENT: THESIS

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 independently by means of well-developed collection skills, independent

study and evaluation of literature and existing research, and present it in the form of a thesis;

- solve complex and undefined problems which are prominent in New Testament as a discipline through the evaluation of their own ethical frameworks, with due consideration of other frameworks.

NTES994(32): PERSPECTIVES ON NEW TESTAMENT

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

- display extensive, systematic and specialised knowledge as well as coherent critical understanding of New Testament as a discipline, both orally and in writing;
- analyse and synthesise this knowledge, and evaluate it independently through well-developed collection skills, independent study and evaluation of literature and existing research;
- solve complex and undefined problems which are prominent in New Testament as a discipline through the evaluation of their own ethical frameworks, with due consideration of other frameworks.

OTES111(8): INTRODUCTION TO THE OLD TESTAMENT 1: ORIGIN AND COMPOSITION

PC 1 x 3 hours

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

- display basic knowledge and intelligent understanding of the history of Israel as described in the Old Testament, important themes and literary genres of the Old Testament, and the present form and composition of the Old Testament as a collection of books;
- display basic, synoptic knowledge as well as intelligent understanding of the cultural-historical background of the Old Testament;
- demonstrate intelligent understanding, and define and defend their own viewpoint on the importance, origin, character, authority and traditional passing on of the Canonical books of the Old Testament;
- explain and defend their own presuppositions with regard to the character of the Old Testament books;
- communicate this knowledge and information both orally and in writing, and collect, synthesise and evaluate information about selected topics.

OTES121(16): NARRATIVE TEXT: THE EARLY PROPHETS

PC 1 x 2 hours

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

- display coherent and critical understanding of the Early Prophets, both as a collection and as individual books in the collection; and conduct independent critical evaluation of various viewpoints on the origin, background and message of the books;
- formulate their own viewpoint on the origin and message of these books, with due consideration of other viewpoints; and communicate it in group discussions;

MODULE OUTCOMES

- display profound knowledge and coherent understanding of selected historical-critical approaches to the text; and conduct a critical debate on these approaches;
- conduct independent scriptural interpretation (exegesis) of various pericopes by means of suitable Bible translations, focusing on narrative text and on Bible Study and counselling, all within an ethically acceptable framework;
- make effective use of various aids in the scriptural interpretation, for instance computer-assisted aids and footnotes in recent Bible translations;
- present and communicate the results of the scriptural interpretation in a useable IT format;
- display basic knowledge and intelligent understanding of current research on the history of Old Testament Theology;
- collect information on the fundamentals of biblical archaeology, and explain their significance for a study of the Old Testament;
- critically evaluate case studies of claims about the merit of discoveries, using an ethically acceptable framework; present the results according to prescribed IT formats.

OTES211(16): INTRODUCTION TO INTERPRETATION OF THE OLD TESTAMENT AND THE PENTATEUCH

PC 1 x 3 hours

Section 1 (8): Introduction to the interpretation of the Old Testament

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

- display in-depth and extensive understanding of valid exegetic methodology, concentrating on narrative and legal texts;
- critically select and apply the principles of Reformed scriptural interpretation (exegesis);
- perform independent scriptural interpretation (exegesis) of various pericopes from the Hebrew Bible and Bible translations, concentrating on narratives, with a view to the ministry of the Word, Bible study and counselling, all within an ethically acceptable framework;
- make effective use of various aids in the process of scriptural interpretation, for instance computer-assisted aids and textual critical notes of the Hebrew Bible and footnotes in contemporary Bible translations;
- present and communicate the result of the scriptural interpretation in a suitable IT format.

Section 2 (8): The Pentateuch

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

- display in-depth knowledge and extensive understanding of the Pentateuch as a whole and of the individual books comprising this collection; and conduct independent critical evaluation of various viewpoints and current research on the origin, background and message of these books;
- formulate their own viewpoint on the origin and message of these books, and communicate it in group discussions;

- formulate and explain the principles for an ethical framework on the basis of the Old Testament, with specific reference to the place of the ethical, civil and ceremonial laws of the Pentateuch;
- display in-depth knowledge as well as extensive understanding of the political history, geography and life-world as reflected in the Pentateuch, and their significance for a study of the Old Testament.

OTES221(16): PROPHETIC LITERATURE

PC 1 x 3 hours

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

- display in-depth knowledge and extensive understanding of the steps and synthesis of a method for the exegesis of a prophetic text from the Old Testament;
- select the steps of this method effectively and apply them in practice; analyse and synthesise the information obtained thus; and communicate the result of the steps and of the critical analysis and synthesis, individually and collectively, in a suitable IT format, all within an ethically acceptable framework;
- delineate familiar and unfamiliar prophetic texts from the Old Testament in the form of pericopes and subject them to exegesis according to acceptable exegetic methods.

OTES311(16): INTERPRETATION OF WRITINGS (*KETUBIM*)

PC 1 x 3 hours

Section 1 (8): Interpretation of the Writings: 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 from the Old Testament, literary approaches and poetry in Israel and the Ancient Near East;
- apply this knowledge and understanding in the critical analysis and synthesis of the poetic and wisdom books in the Old Testament; and present the result in a suitable IT format, all within an ethically acceptable framework;
- delineate familiar and unfamiliar poetic and wisdom literature from the Old Testament in the form of pericopes, and subject them to exegesis according to acceptable exegetic methods.

Section 2 (8): Interpretation of Writings: Chronicles, Ezra, Nehemiah, Ruth, Esther and Daniel

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 Chronicles, Ezra, Nehemiah, Ruth, Esther and Daniel, the origin and purpose of Deuteronomistic and Chronicist History, historiography and apocalypics, and the history and literature of the intertestamental period;
- apply this knowledge and understanding in the critical analysis and synthesis of Chronicles, Ezra, Nehemiah, Ruth, Esther, Daniel, and Deuteronomistic and Chronicist

History; and present the result in a suitable IT format, all within an ethically acceptable framework;

- delineate familiar and unfamiliar texts from the Books of the Old Testament in the form of pericopes, and subject them to exegesis according to acceptable exegetic methods.

OTES321(16): OLD TESTAMENT: SPECIAL THEMES; THE OLD TESTAMENT AND PRACTICAL MINISTRY

PC 1 x 3 hours

Section 1 (8): Old Testament: fundamental reflection and special themes

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

- display profound and systematic knowledge of the various approaches to the Theology of the Old Testament, old translations of the Old Testament, the history of Old Testament as a discipline, and the hermeneutics of African Theology; communicate the result in a prescribed format;
- define and defend their own presuppositions with regard to Old Testament as a discipline as well as their view on the authority of the Old Testament;
- critically analyse various viewpoints on the relationship between the Old and the New Testament in an ethically accountable manner, and describe, explain and defend their own view.

Section 2: The Old Testament and Practical Ministry

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

- analyse different themes, arrive at their own synthesis, and present the result in a prescribed format;
- select a pericope from the Old Testament with a view to preparing a sermon, proceeding from accountable exegesis to a sermon;
- interpret the Old Testament with a view to problem-solving in pastoral care, catechesis and Bible study, all within an ethically acceptable framework;
- demonstrate the significance of the Old Testament for ethical issues in practice.

OTES611(16): INTRODUCTION TO THE INTERPRETATION OF THE OLD TESTAMENT AND THE PENTATEUCH

Section 1 (8): Introduction to the interpretation of the Old Testament

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

- display extensive and systematic knowledge as well as coherent and critical understanding of valid exegetic methodology, with the emphasis on narrative and legal texts;
- critically evaluate and apply the principles of Reformed Scriptural interpretation (exegesis);
- evaluate alternative points of departure for Scriptural interpretation, especially historical-critical approaches ;
- conduct independent scriptural interpretation (exegesis) of pericopes in the Hebrew Bible, focusing on narratives, with a view to Reformed Ministry of the Word;

- use various aids effectively in the process of scriptural interpretation, for instance computer-assisted aids and textual critical comments of the Hebrew Bible;
- present and communicate the result of the scriptural interpretation in a suitable IT format.

Section 2: The Pentateuch

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

- display extensive and systematic knowledge as well as coherent and critical understanding of the Pentateuch as a whole and of the individual books comprising this collection; and conduct independent critical evaluation of various viewpoints and current research on the origin, background and message of these books
- formulate their own viewpoint on the origin and message of these books, and communicate it in group discussions;
- formulate and explain the principles for an ethical framework on the basis of the Old Testament, with specific reference to the place of the ethical, civil and ceremonial laws of the Pentateuch;
- display in-depth knowledge and understanding of the political history, geography and life-world as reflected in the Pentateuch, and explain the significance of this cultural-historical background for a study of the Old Testament;
- display coherent and critical understanding of current research on the history of Old Testament Theology, especially on the character, origin and history of the discipline.

OTES621(8): NARRATIVE TEXT: THE EARLY PROPHETS

PC 1 x 3 hours

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

- display profound knowledge and coherent understanding of selected historical-critical and textually oriented approaches, and conduct a critical debate on these approaches;
- display coherent and critical understanding of the Early Prophets, both as a whole and individually within this collection; conduct independent critical evaluation of various viewpoints on current research on the origin, background and message of these books;
- formulate their own viewpoint on the origin and message of these books with due consideration of other viewpoints; and defend their view in group discussions;
- conduct independent scriptural interpretation (exegesis) of various pericopes in the Hebrew Bible, concentrating on narratives and with a view to preaching on a Reformational basis;
- 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.

OTES672(24): INTERPRETATION AND STUDY OF THE OLD TESTAMENT, WITH PARTICULAR ATTENTION TO THE REVELATION HISTORY (THEOLOGY) OF THE OLD TESTAMENT

PC 1 x 3 hours

Section 1 (8): Old 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 principles and methods of the Old Testament and exegetic issues;
- apply this knowledge and understanding in the exegesis of pericopes from the Old Testament, with utilisation of current research in the discipline, and communicate it in a suitable IT format, all within an ethically acceptable framework;
- assess exegetic issues and formulate proposals for solutions.

Section 2 (8): Introduction to the Old Testament (Canonic)

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 introductory questions to the Old Testament in general, groups of books and individual books;
- critically analyse, synthesise and effectively select this knowledge in addressing topical issues and apply it to new knowledge; independently identify, evaluate, critically analyse and synthesise the information obtained through well-developed collection skills; evaluate the data independently according to current research in the discipline; and communicate the result in different formats applicable to the context, all within an ethically acceptable framework;
- assess various approaches to the Old Testament and formulate proposals for solutions.

Section 3 (8): Old Testament Theology (Revelation History)

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

- display extensive and systematic knowledge as well as profound, coherent and critical understanding of a study of Old Testament Revelation History (Theology), and critically evaluate different approaches within an ethically acceptable framework;
- communicate the result in a suitable IT format.

OTES811(16): INTERPRETATION OF PROPHETIC LITERATURE

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

MODULE OUTCOMES

- display extensive, systematic and specialised knowledge as well as coherent and critical understanding of the prophetic literature and social integration in Old Israel, and present the result in various suitable formats;
- conduct critical analysis with synthesis and independent evaluation of the prophetic literature, literary approaches to the Old Testament and canonical approaches to the Revelation History of the Old Testament, all within an ethically acceptable framework; solve complex problems in this regard.

OTES821(8): INTERPRETATION OF THE WRITINGS: CHRONICLES, EZRA, NEHEMIAH, RUTH, ESTHER AND DANIEL

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

- display extensive, systematic and specialised knowledge as well as coherent and critical understanding of these writings, historiography and apocalypics, and the theme of the communion between God and humans in Revelation History; present the result in various suitable formats;
- conduct critical analysis with synthesis and independent evaluation of the history and literature of the intertestamental period and Feministic Postmodernistic Hermeneutics, all within an ethically acceptable framework; solve complex problems in this regard.

OTES872(96): OLD TESTAMENT: DISSERTATION

Students should be able to:

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

OTES873(48): OLD TESTAMENT: MINIDISSERTATION

Students should be able to:

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

OTES874(16): PERSPECTIVES ON OLD TESTAMENT

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

- display extensive, systematic and specialised knowledge as well as coherent critical understanding of Old Testament as a discipline, both orally and in writing;
- critically analyse and synthesise this knowledge, and evaluate it under supervision through well-developed collection skills, study and evaluation of literature and existing research;

- solve complex and real-life problems and issues in Old Testament as a discipline through the evaluation of their own ethical frameworks, with due consideration of other frameworks.

OTES875(16): INTERPRETATION OF THE WRITINGS: POETIC AND WISDOM LITERATURE: FUNDAMENTAL REFLECTION AND SPECIAL THEMES

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

- display extensive, systematic and specialised knowledge as well as coherent and critical understanding of these Writings, poetry and wisdom literature in the Old Testament, and various approaches to the Revelation History; present the result in various suitable formats;
- conduct critical analysis with synthesis and independent evaluation of their own presuppositions, the relationship between the Old and the New Testament, the authority of the Old Testament, and other special themes, all within an ethically acceptable framework; solve complex problems in this regard.

OTES876(32): PERSPECTIVES ON OLD TESTAMENT

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

- display extensive, systematic and specialised knowledge as well as coherent critical understanding of Old Testament as a discipline, both orally and in writing;
- critically analyse and synthesise this knowledge, and evaluate it under supervision through well-developed collection skills, study and evaluation of literature and existing research;
- solve complex and real-life problems and issues in Old Testament as a discipline through the evaluation of their own ethical frameworks, with due consideration of other frameworks.

OTES991(224): OLD TESTAMENT: THESIS

Students should be able to:

- display extensive, systematic and specialised knowledge as well as coherent and critical understanding of Old Testament as a discipline; analyse and synthesise the information and evaluate it independently by means of well-developed collection skills, independent study and evaluation of literature and existing research, and present it in the form of a thesis;
- solve complex and undefined problems which are prominent in Old Testament as a discipline through the evaluation of their own ethical frameworks, with due consideration of other frameworks.

OTES994(32): PERSPECTIVES ON OLD TESTAMENT

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

- display extensive, systematic and specialised knowledge as well as coherent critical understanding of Old Testament as a discipline, both orally and in writing;
- analyse and synthesise this knowledge, and evaluate it independently through well-developed collection skills, independent study and evaluation of literature and existing research;

MODULE OUTCOMES

- solve complex and undefined problems which are prominent in Old Testament as a discipline through the evaluation of their own ethical frameworks, with due consideration of other frameworks.

PAST121(8): BIBLICAL COUNSELLING

PC 1 x 3 hours

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

- demonstrate basic knowledge about the origin and development history of Practical Theology and Pastorate, the difference between a biblical-pastoral and a psychological approach, scriptural principles which govern the Trinitarian orientation of Pastorate, the vertical and horizontal dimensions in a pastoral encounter, and the principles of pastoral methodology;
- interpret, analyse, synthesise and apply the theory, principles and methods that have to be learned in this module, and communicate the result, both orally and in writing, at a basic level during contact opportunities and in basic research projects;
- solve well-defined familiar and unfamiliar pastoral problems in a familiar context by means of written exercises and role-playing.

PAST 211(8): DEVELOPMENT OF PASTORAL SKILLS

PC 1 x 3 hours

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

- display in-depth knowledge and extensive understanding of the various theories on pastoral skills;
- use analysis and synthesis to identify the pastoral principles underlying pastoral skills so as to select and apply the skills effectively;
- demonstrate orally and in writing as well as in computer format what the pastoral skills are, and communicate them with consideration of their own and other critical ethical frameworks.

PAST 221(16): PASTORAL CARE OF MARRIAGE AND THE FAMILY

PC 1 x 3 hours

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

- display in-depth knowledge and extensive understanding of the various theories on marriage and family pastorate;
- use analysis and synthesis to identify the pastoral principles underlying marriage and family counselling so as to select such skills effectively;
- examine well-defined familiar and unfamiliar problems in an unfamiliar context;
- demonstrate orally and in writing as well as computer format what pastoral care in marriage and the family entails, and communicate this with consideration of their own and other critical ethical frameworks.

PAST311(16): HOME VISITS AND PASTORAL GUIDANCE

PC 1 x 3 hours

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

- display complete and systematic knowledge of the principles of Pastoral Counselling, with specific reference to prayer, forgiveness, marriage counselling, illness counselling and death counselling;
- critically analyse and synthesise this knowledge in any given context, and communicate the result orally and in writing in a suitable format within an accepted ethical framework;
- conduct counselling on any concrete or abstract problem within a familiar or unfamiliar context.

PAST321(24): PASTORAL TREATMENT OF STRESS, TRAUMA AND INNER HEALING

PC 1 x 3 hours

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

- display profound and systematic knowledge as well as coherent and critical understanding of stress, trauma and inner healing;
- effectively select and apply new knowledge on stress, trauma and inner healing;
- utilise well-developed research skills, critical analysis and synthesis of quantitative and qualitative data;
- examine unfamiliar concrete and abstract problems in an undefined context;
- demonstrate orally and in writing as well as in computer format what stress, trauma and inner healing entail, and communicate this, with consideration of the student's own and other critical and ethical frameworks.

PAST322(24): THE PERSON OF THE PASTORAL COUNSELLOR: SPIRITUALITY, MENTORSHIP AND SUPERVISION

PC 1 x 3 hours

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

- display profound and systematic knowledge as well as coherent and critical understanding of spirituality, mentorship and supervision;
- effectively select and apply new knowledge on spirituality, mentorship and supervision;
- utilise well-developed research skills, critical analysis and synthesis of quantitative and qualitative data;
- examine unfamiliar concrete and abstract problems in an undefined context;
- 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.

PAST621(8): HOME VISITS AND COUNSELLING

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

- display extensive, systematic and profound knowledge of home visits and counselling;

MODULE OUTCOMES

- display coherent and critical understanding of home visits and counselling;
- conduct critical analysis, synthesis and independent evaluation in home visits and counselling;
- demonstrate effective collection skills, identification, critical analysis, synthesis, independent evaluation of data, and familiarity with current research in the discipline;
- examine complex and undefined problems which are prominent in the discipline;
- utilise their own critical framework with consideration of others;
- deal with complex and/or real-life problems and issues relating to home visits and counselling;
- present the result in the form of a *colloquium*.

PAST671(16): GENERAL AND SPECIFIC COUNSELLING

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

- display extensive, systematic and profound knowledge of general and specific counselling;
- display coherent and critical understanding of general and specific counselling;
- conduct critical analysis, synthesis and independent evaluation of general and specific counselling;
- demonstrate effective collection skills, identification, critical analysis, synthesis, independent evaluation of data, and familiarity with current research in the discipline;
- examine complex and undefined problems which are prominent in the discipline;
- utilise their own critical framework with consideration of others;
- deal with complex and/or real-life problems and issues relating to general and specific counselling;
- present the result orally and in writing in computer format.

PAST822(8): APPLIED PASTORATE

After completion of this module, students should be able to:

- display extensive, systematic and specialised knowledge of the theoretical principles and methodology of pastoral practice;
- communicate coherent and critical understanding of congregation-building situations;
- display well-developed collection skills, identification, critical analysis, synthesis and independent evaluation of research methods and techniques, and apply research and critical thinking in the identification and analysis of the appropriate literature obtained by them;
- 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.

PAST872(96): PASTORATE: DISSERTATION

Students should be able to:

MODULE OUTCOMES

- 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, issues, methods and research in Pastorate;
- demonstrate well-developed collection skills, identification, critical analysis, synthesis and 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 dissertation.

PAST873(48): PASTORATE: MINIDISSERTATION

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, issues, methods and research in Pastorate;
- demonstrate well-developed collection skills, identification, critical analysis, synthesis and 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 minidissertation.

PAST874(32): PERSPECTIVES ON PASTORATE

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, issues, methods and research in Pastorate;
- demonstrate well-developed collection skills, identification, critical analysis, synthesis and 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*.

PAST876(32): PERSPECTIVES ON PASTORATE

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

- identify pastoral theories and apply them effectively to selected areas in the discipline;
- display extensive and systematic knowledge in the solution of pastoral issues identified by themselves;
- prepare submissions that can be presented to role-players in education so as to make a constructive contribution to the moral education of communities.

PAST991(224): PASTORATE: THESIS

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, issues, methods and research in Pastorate;
- demonstrate well-developed collection skills, and independent execution of a study and evaluation of literature and existing research;
- 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 thesis.

PAST994(32): PERSPECTIVES ON PASTORATE

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, issues, methods and research in Pastorate;
- demonstrate well-developed collection skills, and independent execution of a study and evaluation of literature and existing research;
- 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;
- communicate the result in the form of a *colloquium*.

PSGB211(8): PROMOTION OF HEALTH FOR PSYCHOSOCIAL SCIENCES

PC 1 x 2 hours

The pathogenic and fortigene paradigms with regard to the promoting of health; the Ottawa manifest; Jakarta declaration; world health organisations and the national policy on the promotion of health; determinants of risk behaviour and basic principles of behaviour

modifications; the development of knowledge and skills as well as cooperation and network strategies for promoting health at community level; evaluation of health-promoting programmes.

PSIG131(8): INTRODUCTION TO PSYCHOLOGY: PHYSICAL AND COGNITIVE PROCESSES

PC 1 x 2 hours

Students should be able to explain the biological basis of human behaviour with reference to the basic substructure of the nervous system, as well as the different cognitive processes it supports.

PSIG151(8): INTRODUCTION TO PSYCHOLOGY: EMOTIONAL AND VOLITIONAL PROCESSES

PC 1 x 2 hours

Students should be able to demonstrate understanding of the self in relation to the bigger context of society, and identify and explain the emotional and volitional processes that take place in a culturally diverse environment.

PSIG161(8): INTERPERSONAL, SOCIAL AND COMMUNITY PSYCHOLOGY

PC 1 x 2 hours

Students should be able to identify and explain the theoretical foundation and application value in the field of behavioural sciences in relation to interpersonal, social and community psychology.

PSIG211(16): HUMAN DEVELOPMENT IN A SOCIOCULTURAL CONTEXT

PC 1 x 3 hours

Students should be able to:

- explain the psychologically relevant processes and other important factors that play a consistent role in the development of the individual
- describe the basic characteristics of behaviour in every developmental phase, as well as the influence of diverse contexts on behaviour
- discuss how physical, cognitive, personality and social aspects of development are built into a particular context of relationships, family, community, culture and circumstances.

PSIG241(8): PERSPECTIVES ON BEING HUMAN

PC 1 x 2 hours

Students should be able to discuss, interpret and criticise the different perspectives on being human within a culturally diverse context, in order to formulate a personal perspective on humanity, whereby human and/or organisational development can be facilitated.

PSIG251(8): PSYCHOLOGICAL HEALTH: HUMAN STRENGTHS AND RESILIENCE

PC 1 x 2 hours

Students should be able to:

- conceptualise the origin, manifestations and patterns of psychological strengths and resilience from different theoretical frameworks

- identify and describe the manifestations thereof in people in different phases of life (childhood, adolescence, adulthood, old age), different contexts (interpersonal, cultural, work) and at different levels (individual, group) so as to facilitate the bio-psycho-social well-being of individuals, groups and communities.

PSIG252(8): INTRODUCTION TO COUNSELLING AND ETHICS

PC 1 x 2 hours

Students should be able to:

- conceptualise a general model and a process of assistance, as well as a facilitating conversation which can be used to help other people solve every-day problems
- discuss the ethical issues that come into play in an assistance situation.

PSIG261(8): LIFE SKILLS

PC 1 x 2 hours

Students should be able to facilitate life skills in individuals, groups, organisations and communities, so as to improve general well-being in a culturally diverse context through the presentation of a life-skills programme.

PSIG311(16): INTRODUCTION TO PSYCHOPATHOLOGY

PC 1 x 3 hours

Students should be able to:

- identify risk factors during childhood, adolescence and adulthood which could increase susceptibility to psychopathology
- identify and define the different forms of psychopathology.

PSIG323(16): HEALTH AND HIV COUNSELLING

PC 1 x 3 hours

Students should be able to

- describe the bio-psycho-social perspective on physical health and illness
- describe the theories of health counselling
- evaluate health and illness behaviour
- make basic psychological interventions within the medical context
- present programmes (which are applicable to the South African context) that eliminate the risk of illness and improve health.

PSIG342(8): COMMUNITY PSYCHOLOGY AND PROGRAMMES

PC 1 x 2 hours

Students should be able to use active research so as to determine the impact of social, environmental and community crises on people's health and, on that basis, do need determination and then design and present a programme to the community.

PSIG353(8): CRISIS INTERVENTION

PC 1 x 2 hours

Students should be able to:

- describe the general nature and dynamics of various types of crisis situations (like suicide threats, assault, traumatic losses, etc)
- describe the typical reactions people display in such circumstances
- use culturally sensitive and ethically justified intervention to defuse critical and stressful incidents by means of theoretical models and specific evaluation systems, with due regard to the long-term effect of such work on the helper and by offering suggestions of ways to deal with the impact thereof.

PSIG363(8): HUMAN DIVERSITY

PC 1 x 2 hours

Students should be able to demonstrate, by means of an ecosystem model, the necessary knowledge, skills and attitudes to act as helper and counsellor in a culturally-diverse environment to enhance the bio-psycho-social well-being of individuals and groups.

SEMT111(16): BIBLICAL HEBREW GRAMMAR I

PC 1 x 3 hours

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

- display basic knowledge of the infrastructure of Biblical Hebrew grammar, with intelligent understanding of key terms, rules, concepts, principles and theories relating to the following linguistic levels of language study:
 - phonetics: forming and pronouncing Hebrew speech sounds;
 - phonology: the relationship between the sound system of Biblical Hebrew and the linguistic units of Biblical Hebrew
 - morphology: the combination of discrete significant units in words/word structure of (regular) verbs, nouns, adjectives, prepositions, conjunctions, adverbs and existence particles;
 - syntax: the way in which words are combined to form phrases and sentences in Biblical Hebrew;
 - semantics: the thematic roles and the minimum contribution of a word or a construction to understanding the context of a Biblical Hebraic text;
- analyse, synthesise and evaluate this knowledge through the analysis and translation of simple nominal sentences in a prescribed format, both orally and in writing;
- solve nominal and verbal constructions, which are posed as well-defined problems, by means of regular conjugation forms; and define words in their contextual sense in the familiar sociocultural context of the Ancient Near East.

SEMT121(16): BIBLICAL HEBREW GRAMMAR II

PC 1 x 3 hours

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

MODULE OUTCOMES

- display basic knowledge of the infrastructure of Biblical Hebrew grammar, with intelligent understanding of key terms, rules, concepts, principles and theories relating to the following linguistic levels of language study:
 - morphology: the combination of discrete significant units in words/word structure of (irregular) verbs, nouns, adjectives, prepositions, conjunctions, adverbs, existence particles, interrogatives, discourse markers and interjections;
 - syntax: the way in which words are combined to form phrases and sentences in Biblical Hebrew;
 - semantics: the thematic roles and the minimum contribution of a word or a construction to understanding the context of a Biblical Hebraic text;
- analyse, synthesise and evaluate the existing knowledge through the analysis and translation of simple verbal nominal, interrogative and imperative sentences as well as coordinate and subordinate compound sentences in a prescribed format, both orally and in writing;
- solve simple coherent texts from the Hebrew Bible in the form of well-defined problems by means of regular and irregular conjugations; and define words in their contextual sense in the familiar sociocultural context of the Ancient Near East.

SEMT211(16): BIBLICAL HEBREW GRAMMAR III

PC 1 x 3 hours

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

- display basic knowledge of the infrastructure of Biblical Hebrew grammar, with extensive understanding of key terms, rules, concepts, principles and theories relating to the following linguistic levels of language study;
 - semantics: describe the basic principles of the semantics of Biblical Hebrew, and apply them in defining the meaning of a word used in a specific context in the Hebrew Bible by such means as the appropriate and intelligent use of dictionaries and lexicons;
 - pragmatics: indicating methodologically to what extent the context of the Ancient Near East has influenced the interpretation of the meaning of words;
- select and apply this knowledge effectively through the analysis, translation and contextual interpretation of a coherent passage from narrative text in the Hebrew Bible in a suitable format, from a morphologic, syntactic and semantic perspective; and analyse and synthesise problems critically according to the traditional interpretation models;
- solve well-defined problems in narrative passages, which concur with the levels of language structure, by means of the Biblical Hebrew Reference Grammar; and define words in their contextual sense in the sociocultural context of the Ancient Near East.

SEMT221(16): BIBLICAL HEBREW GRAMMAR IV

PC 1 x 3 hours

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

- display in-depth knowledge of the theory of Biblical Hebrew textual criticism with extensive understanding of the textual critical comments in modern editions and basic textual critical control in the *Biblia Hebraica Stuttgartensia*; and in-depth knowledge of the cosmological thinking of the people of the Ancient Near East;

- effectively select and apply this knowledge through the analysis, translation and contextual interpretation of a coherent passage from selected narrative texts in the Hebrew Bible in a suitable format, from a morphologic, syntactic and semantic perspective, and the analysis and synthesis of textual critical problems; explain the coherent passage from the selected narrative texts from the Hebrew Bible by means of electronic aids from a morphologic and syntactic perspective, and then translate them semantically and interpret them contextually;
- critically analyse and synthesise narrative, descriptive, argumentative and prescriptive texts which appear in the form of well-defined familiar and unfamiliar problems within the rhetorical organisation of the Biblical Hebrew texts in suitable formats.

SEMT311(16): BIBLICAL ARAMAIC GRAMMAR AND BIBLICAL HEBREW TEXTUAL STUDY

PC 1 x 3 hours

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

- display profound and systematic knowledge of the infrastructure of Biblical Hebrew grammar as well as Biblical Aramaic grammar, with coherent understanding of key terms, rules, concepts, principles and theories relating to both the linguistic and the literary levels of language study;
- select and apply this knowledge effectively through the effective identification and application of the rhetorical organisation of the types of texts in the Hebrew Bible, and present the result in the prescribed formats;
- analyse and translate the coherent passage from selected Aramaic texts and selected poetic texts from the Hebrew Bible, which appear in the form of unfamiliar problems, in the prescribed formats, from a morphologic, syntactic, semantic and pragmatic perspective, and subject them to textual critical assessment, contextual interpretation and textual analysis so as to identify problems relevant to the traditional interpretation models.

SEMT321(16): BIBLICAL HEBREW TEXTUAL STUDY AND COMPARATIVE TEXTUAL STUDY

PC 1 x 3 hours

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

- display profound and systematic knowledge of the infrastructure of Biblical Hebrew grammar as well as Biblical Aramaic grammar, with coherent understanding of key terms, rules, concepts, principles and theories relating to both the linguistic and the literary levels of language study;
- effectively select and apply this knowledge by means of a comparative literature study of Ancient Near East texts and the text types of the Hebrew Bible; study the history and assess the significance of the archaeological discoveries at Qumran, and present the result in the prescribed formats;
- analyse and translate the coherent passage from selected Aramaic texts, selected poetic more difficult texts from the Hebrew Bible, and selected coherent extra-Aramaic texts which appear in the form of unfamiliar problems, in the prescribed formats (with and without electronic aids), from a morphologic, syntactic, semantic and pragmatic perspective, and subject them to textual critical assessment, contextual interpretation and textual analysis so as to identify problems relevant to the traditional interpretation models.

SEMT671(24): PRACTICAL TRANSLATION, HEBREW/ARAMAIC OLD TESTAMENT

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

- 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;
- 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 different formats;
- 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.

SEMT672(24): SEMITIC PHILOLOGY AND METHODOLOGY

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

- 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;
- critically analyse and synthesise this knowledge through the independent evaluation of themes relevant to the classification of all the Semitic language groups, the history of the study of Semitic Languages, comparative Semitic writings with the corpus Qumran texts and variant Old Testament text versions in support of the key terms, rules, concepts, principles and theories, and apply it by presenting the result in different formats;
- 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.

SEMT673(24): EXTRABIBLICAL HEBREW AND ARAMAIC

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

- display extensive, systematic and profound knowledge of the Extra-Biblical Hebrew and Aramaic alphabet systems, grammar, history, religion and literature, as well as coherent and critical understanding of key terms, rules, concepts, principles and theories in this regard;
- critically analyse and synthesise this knowledge through the reading of vocalised and unvocalised Extra-Biblical Hebrew and Aramaic texts, independent analysis of themes relating to the history, religion and literature of selected Extra-Biblical Hebrew and

Aramaic texts in support of key terms, rules, concepts, principles and theories, and presentation of the result in different formats;

- identify complex problems relating to the grammar, history, religion and literature of selected Extra-Biblical Hebrew and Aramaic texts; show conceptual precision with regard to the grammar, history, religion and literature of selected Extra-Biblical Hebrew and Aramaic texts by means of a process of data collection, organisation, critical analysis and interpretation; successfully defend a viewpoint or present a hypothesis in the form of a reasoned, logical and coherent argument in class context through the use of individual or group methods.

SEMT674(24): SYRIAC I

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

- 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;
- 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 different formats;
- 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.

SEMT675(24): UGARITIC I

At the end 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;
- 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;
- 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.

SEMT676(24): ACCADIAN I

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

MODULE OUTCOMES

- display extensive, systematic and profound knowledge of the Accadian alphabet, grammar, history, religion and literature; read Accadian texts with coherent and critical understanding of key terms, rules, concepts, principles and theories in this regard;
- critically analyse and synthesise this knowledge through independent analysis of themes relating to the Accadian alphabet, grammar, history, religion and literature in support of key terms, rules, concepts, principles and theories; present the result in different formats;
- identify complex problems relating to the Accadian alphabet, grammar, history, religion and literature; show conceptual precision with regard to the Accadian alphabet, grammar, history and literature by means of a process of data collection, organisation, critical analysis and interpretation; successfully defend a viewpoint or present a hypothesis in the form of a reasoned, logical and coherent argument in class context through the use of individual or group methods.

SEMT677(24): ARABIC I

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

- display extensive, systematic and profound knowledge of the Arabic alphabet, grammar, history, religion and literature; read Arabic texts with coherent and critical understanding of key terms, rules, concepts, principles and theories in this regard;
- critically analyse and synthesise this knowledge through independent analysis of themes relating to the Arabic alphabet, grammar, history, religion and literature in support of key terms, rules, concepts, principles and theories; present the result in different formats;
- identify complex problems relating to the Arabic alphabet, grammar, history, religion and literature; show conceptual precision with regard to the Arabic alphabet, grammar, history and literature by means of a process of data collection, organisation, critical analysis and interpretation; successfully defend a viewpoint or present a hypothesis in the form of a reasoned, logical and coherent argument in class context through the use of individual or group methods.

SEMT872(96): SEMITIC LANGUAGES: DISSERTATION

Students should be able to:

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

SEMT873(48): SEMITIC LANGUAGES: MINIDISSERTATION

Students should be able to:

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

SEMT876(32): PERSPECTIVES ON SEMITIC LANGUAGES

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

- display extensive, systematic and specialised knowledge as well as coherent critical understanding of Semitic Languages as a discipline, both orally and in writing;
- critically analyse and synthesise this knowledge, and evaluate it under supervision through well-developed collection skills, study and evaluation of literature and existing research;
- 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.

SEMT991(224): SEMITIC LANGUAGES: THESIS

Students should be able to:

- display extensive, systematic and specialised knowledge as well as coherent and critical understanding of Semitic Languages as a discipline; analyse and synthesise the information and evaluate it independently by means of well-developed collection skills, independent study and evaluation of literature and existing research, and present it in the form of a thesis;
- solve complex and undefined problems which are prominent in Semitic Languages as a discipline through the evaluation of their own ethical frameworks, with due consideration of other frameworks.

SEMT994(32): PERSPECTIVES ON SEMITIC LANGUAGES

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

- display extensive, systematic and specialised knowledge as well as coherent critical understanding of Semitic Languages as a discipline, both orally and in writing;
- critically analyse and synthesise this knowledge, and evaluate it independently through well-developed collection skills, independent study and evaluation of literature and existing research;
- solve complex and undefined problems which are prominent in Semitic Languages as a discipline through the evaluation of their own ethical frameworks, with due consideration of other frameworks.

TEOL121(8): INTRODUCTION TO THE SCIENCE OF THEOLOGY

PC 1 x 3 hours

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

- demonstrate basic knowledge of the character of scientific thinking, the paradigm-driven aspect of Science, the concept of Christian science, and Theology as a science;
- integrate this knowledge so as understand what is meant by the encyclopaedia of Theology as a science;
- communicate these skills in writing within an acceptable ethical framework.

TEOL673(48): HONOURS MINIDISSERTATION IN THEOLOGY

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

MODULE OUTCOMES

- identify a topic which merits research, and prepare a research proposal;
- collect and select information effectively, evaluate it critically in the light of existing knowledge, and communicate the results of their research in a suitable and prescribed manner within an acceptable ethical framework;
- report on their research skill and their ability to record the results of their research;
- demonstrate their analytical ability, critical approach and independent insight.

WTTL221(8): THEORY OF SCIENCE: INTRODUCTION TO PHILOSOPHY

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

- display in-depth knowledge and extensive understanding of the significance and actuality of Theory of Science and the role of Philosophy for the Science-Theology dialogue;
- integrate this knowledge so as to communicate about reality as a coherent diversity in a suitable format within an acceptable ethical framework;
- demonstrate extensive understanding for the consequences of the above-mentioned knowledge for Christian philosophy, and analyse and apply this understanding in the solution of a well-defined problem.

WTTL311(8): THEORY OF SCIENCE: INTRODUCTION TO PHILOSOPHY

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

- display extensive knowledge of the influential philosophical schools and indicate their influence on the development of Theology;
- critically analyse and evaluate these influences on Theology;
- communicate corrective action to counteract negative philosophical influences in an appropriate manner from the perspective of a Christian philosophy of science within an acceptable ethical framework.