General Prospectus

ST JOHN VIANNEY SEMINARY

FIDES ET RATIO

Diamond Jubille Edition

2024

" The priesthood is the love of the heart of Jesus"

Four Pillars of Formation

ST JOHN VIANNEY SEMINARY NPC
2024 General Prospectus

Association Incorporated Under Section 21: 2005/023798/08
[NPC: 037-914]
[PBO: 130004800]

Registered with the Department of Higher Education and Training
as a Private Higher Education Institution under the Higher Education Act, 1997.

Registration Certificate No. 2000/HE08/007

[St John Vianney Seminary NPC does not discriminate on the basis of Race, Creed or Gender.]

© Rector/President
SIWUNDLA, Ncedo Wellington. [Rev. Fr.]
Dip in Philosophy, Dip in Ministry, BTh, STB [PUU] and SLL [San Anselmo]

St John Vianney Seminary NPC
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ACRONYMS

ACADEMIC MATTERS ACRONYMS	
1) AC.	Academic Committee
2) ANGELICUM	Pontifical University of St. Thomas - Rome
3) BA.	Bachelor of Arts
4) BA. (Hons)	Bachelor of Arts (Honours)
5) BC	Basalieus College
6) BD	Bachelor of Divinity
7) B. Min	Bachelor in Ministry
8) BST	Bachelor in Sacred Theology
9) BTh	Bachelor of Theology
10) CHE	Council on Higher Education
11) CIN	Catholic Institute of Njinga
12) CTU	Catholic Theological Union – Chicago, USA
13) CUC	Catholic University of Congo (Université Catholique au Congo)
14) CUEA	Catholic University of Eastern Africa
15) D. Phil	Doctor in Philosophy
16) Dip. Min	Diploma in Ministry
17) DC	Dharmaram College
18) DHET	Department of Higher Education and Training
19) DoE	Department of Education
20) HEQC	Higher Education Quality Committee
21) HIT	Harare Institute of Technology University
22) IL	Information for Lecturers
23) IS	Information for Students
24) KU Leuven	Katholieke Universiteit Leuven
25) JCL	Licentiate in Juris Canonicis (Canon Law)
26) JCD	Doctorate in Juris Canonicis (Canon Law)
27) LDT	Licentiate in Dogmatic Theology
28) L Phil	Licentiate in Philosophy
29) MA	Masters in Arts
30) MAYNOOTH	St Patrick's College
31) MEDUNSA	Medical University of South Africa
32) MSPP	Massachusetts School of Professional Psychology
33) MSTh	Master in Spiritual Theology
34) MU	Madras University
35) NQF	National Qualifications Framework
36) NPC	Non-Profit Company
37) OHS	Occupational Health and Safety Act No 85 of 1993
38) PA	Prospectus - Academic
39) PG	Prospectus – General
40) Ph. D.	Philosophiae Doctor
41) PBI	Pontifical Biblical Institute (Pontificio Istituto Biblico/Pontificium Institutum Biblicum - PIB)

42) POIRS	Pontifical Oriental Institute of Religious Studies
43) PUA	Pontifical University Antonianum
44) PUG	Pontifical Gregorian University
45) PUU	Pontifical Urban University (Pontificia Università Urbaniana)
46) QUAAC	Quality Assurance and Accreditation Committee
47) RPL	Recognition of Prior Learning
48) SACBC	Southern African Catholic Bishops Conference
49) SAN ANSELMO	Pontifical Anthenaeum of St Anselm
50) SAQA	South African Qualifications Authority
51) SHE	Safety, Health and Environment
52) SJV	St John Vianney Seminary NPC
53) SLL	Licentiate in Sacred Liturgy
54) SPPI	St Peter's Pontifical Institute
55) SSD	Doctorate in Sacred Scripture
56) SSL	Licentiate in Sacred Scripture
57) STB	Bachelor of Sacred Theology
58) STL	Licentiate in Sacred Theology
59) SU	Stellenbosch University (Afrikaans: Universiteit Stellenbosch)
60) CUEA	Catholic University of East Africa
61) TERESIANUM	Pontifical Theological Faculty "Teresianum"
62) UNAM	Universidad Nacional Autónoma de México
63) UNISA	University of South Africa
64) UP	University of Pretoria
65) WITS	University of Witwatersrand

RELIGIOUS ORDERS/CONGREGATIONS ACRONYMS	
1) CMM	Congregation of the Missionaries of Mariannhill
2) CP	Congregation of the Passion [Congregatio Passionis Iesu Christi] (Passionists)
3) CSS	Congregation of the Sacred Stigmata (Stigmatines)
4) CSSp	Congregation of the Most Holy Spirit under the protection of the Immaculate Heart of Mary [Congregatio Sancti Spiritus Sub Tutela Immaculati Cordis Beatissimae Virginis Mariae] (Spiritans)
5) CSsR	Congregation of the Most Holy Redeemer [Congregatio Sanctissimi Redemptoris] (Redemptorists)
6) IHM	Immaculate Heart of Mary
7) IMC	Consolata Fathers
8) M. Afr.	Missionaries of Africa / Society of the Missionaries of Africa)
9) MCCJ	Comboni Missionaries of the Heart of Jesus
10) MSC	Missionaries of the Sacred Heart [Missionarii Sacratissimi Cordis] [Missionnaires du Sacré-Coeur]
11) NCW	Neocatechumenal Way / Neocatechumenate (The Way)
12) OCD	Order of Discalced Carmelites [Ordo Carmelitarum Discalceatorum]
13) OFM Cap	Order of Friars Minor [Ordo Fratrum Minorum Capuccinorum] (Capuchins)
14) OFM	Order of Friars Minor [Ordo Fratrum Minorum] (Franciscan Friars)
15) OMI	Oblates of Mary Immaculate
16) OP	Order of Preachers [Ordo Praedicatorum] (Dominicans)
17) OSB	Order of St Benedict [Ordo Sancti Benedicti] (Benedictines)
18) OSFS	Oblates of St Francis de Sales [Oblati Sancti Francisci Salesii]
19) OSM	Order of Servants of Mary (The Servites)
20) SCJ	Sacred Heart of Jesus
21) SJ	Society of Jesus [Societas Iesu] (Jesuits) – [Iesuitae]
22) SJI	Sisters of the Infant Jesus
23) SMA	Society of Missionaries for Africa
24) SVD	Society of the Divine Word [Societas Verbi Divini] (Verbites / the Divine Word Missionaries)

Our Vision, Mission and Goal

The primary mission and goal of St John Vianney Seminary NPC (hereinafter referred to as "SJV") is to train future priests for the service of the Roman Catholic Church and for the good of Southern Africa and the entire world, without discriminating against anyone who wishes to follow the programmes SJV offers.

The SJV mission entails providing an environment conducive for training an academically developed, deeply human, psychologically balanced, pastorally effective and spiritually mature person.

It strives towards the development of individuals equipped with knowledge, habits and skills that enable them to fully assimilate personal, communal, intellectual and moral values necessary for personal growth and meaningful contribution to the society of South Africa and the whole world. In this way, the mission of SJV is integrated and holistic in approach, ensuring the balanced training of the intellectual, human, spiritual and pastoral aspects of its students.

The intellectual training of SJV is specifically geared towards producing students who value depth of thought, clarity of vision, intellectual balance, thoughtful dialogue and critical evaluation.

The two SJV programmes (Bachelor of Philosophy and Bachelor of Theology) degrees are keys to ensuring the development and enhancement of the already-stated values. They are constituted of modules instrumental for intellectual growth, with practical implication on individual lifestyle and interpersonal relationships. They are ancient intellectual disciplines with historical and social significance in South Africa and around the world:

The Bachelor of Philosophy (B. Phil.) degree aims towards personal, intellectual and human growth and development, by which individuals are exposed to the world of reason, with its different worldviews and ideas, and are trained to be open-minded and to think and reason critically. This process has practical implication on individual students in freeing them from the bondage of false beliefs, prejudice and erroneous worldviews and thinking processes. It draws them out of their limited worldviews, exposing them to the rational world of pluralism, and helping them to know and understand the basis of the socio-political, religious and economic structures and trends in which they find themselves.

The Bachelor of Theology (BTh) focuses on the foundational Christian principles and documents, the Tradition of the Catholic Church, and the Christian faith in all its aspects of historical developments and contextual relevance. As an academic exercise, it consists of two interrelated scholarly disciplines, namely, Systematic Theology, with its sub-divisions into Dogmatic Theology, Pastoral Theology, Ecclesiastical Theology and Moral Theology, as well as Sacred Scripture with all its relevant ancient languages. All these disciplines are conjointly aimed at equipping students with adequate training in Catholic/Christian leadership, as well as ensuring a solid background in Theology and its contextual relevance to South Africa. Since it is ultimately geared for practical application, rather than mere intellectual development, it extends towards equipping students for a variety of Christian ministries, enabling them to practically provide informed leadership according to the needs of various local communities of South Africa.

Given the sad history of South Africa, characterised by various forms of discriminations, founded on erroneous, exclusivist and oppressive ideologies, and the present ever-increasing tendencies of ideological competition and intolerance, SJV programmes, especially BTh and B.Phil. can play an important role in fostering and promoting tolerance, mutual understanding and peaceful coexistence in South Africa.

Educated Priests-a Necessity!

Since the dawn of democracy in South Africa, the government has made it possible for anyone who wants to develop himself/herself in the area of education to do so. Bursaries in the form of NSFAS were made possible for the disadvantaged members of our communities. Those who wish to do post graduate studies were also to be sponsored as they developed themselves in this area. As a result, we have educated people in our societies and consequently in our congregations. Some are professors and lecturers in their fields of study which include even theology and theology.

It follows then that priests must also be equally educated. In the Seminary of St John Vianney a lot of energy and resources is invested in this area of formation because it is believed that priests are expected to be professionals, not only in the way they carry themselves but also academically. Students therefore are expected to grab the opportunity given to them with both hands and not perform meritocratically.

One does not wake up in the morning and decide to become a priest and then immediately, a ceremony of ordination is arranged. In the Church there are no "instant priest." Everyone who wants to become a priest must prove his seriousness over many years of formation and receiving instruction from expects in the classroom because we cannot afford to simply tell people "God loves you" in our Sunday homilies.

This means that a priest must be familiar with Philosophy which sharpens one's mind and theology which in the Seminary is offered in different areas, namely, Scripture, Dogma, Moral and Ecclesiastical Sciences. Each student should pay equal attention to these important areas so that he is able to feed the people of God in his Sunday homilies.

Formation that is offered in the Seminary is often referred to as "initial formation because formation cannot be concluded. People learn new things everyday and therefore no one can claim not know everything. At the moment of leaving the Seminary, the candidate is only ready to lead the people. This is why the Church refers to as "on-going formation" to the learning that takes place after ordination. On-going formation applies also to education.

It is encouraged therefore that after finishing the initial formation one does not relax with an attitude that all is well and done. Priests must develop themselves in this area with local or international universities and see to that further development in education also takes place during the stage of on-going formation because educated priests are a necessity!

The Rector

Rev. Fr Ncedo Siwundla

GENERAL INFORMATION

SJV SEMINARY DEPARTMENTAL CONTACTS

You may also visit our website at www.sjv.ac.za for further information about our institution or contact the relevant administration staff below:

1.1	**SEMINARY PRESIDENT'S OFFICE:**		
	President (Rector)	**SIWUNDLA,** Ncedo Wellington. **Rev. Fr.**	rector@sjv.ac.za
	Personal Assistant (PA)	**MLOMBO,** Elizabeth Thoko. **Ms.**	pa@sjv.ac.za
1.2	**ACADEMIC DEAN'S OFFICE:**		
	Academic Dean	**SKHOSANA,** Thulani Joel Joseph . **Rev. Fr.**	academicdean@sjv.ac.za
	Registrar | Examination Officer	**MSOMI,** Sbongiseni Joseph. **Rev. Fr.**	registrar@sjv.ac.za examofficer@sjv.ac.za
	Administrative Assistant	**KGAFFE** , Mmanoko. **Ms.**	aca.deansecretary@sjv.ac.za
1.3	**PHILOSOPHY DEPARTMENT:**		
	Head of Department (HOD)	**KHOZA**, Stanley Bangizwe. **Rev. Fr.**	hod.philosophy@sjv.ac.za
	Secretary	**MLOMBO,** Elizabeth Thoko. **Ms.**	pa@sjv.ac.za
1.4	**THEOLOGY DEPARTMENT:**		
	Head of Department (HOD)	**MKHWANAZI**, Zakheleni Wilbert. **Rev. Fr.**	
	Finance Administrator		hod.theology@sjv.ac.za financeadmin@sjv.ac.za
	Secretary	**MALAKA,** Tebogo. **Ms.**	secretary@sjv.ac.za
1.5	**PASTORAL DEPARTMENT:**		
	Head of Department (HOD)		
	Publishing Officer	**MOFOKENG,** Dikotsi William**. Rev. Fr. Dr.**	hod.pastoral@sjv.ac.za academicpapers@sjv.ac.za
	Liturgy Father	**MOETI,** Tebello Lucas**. Rev. Fr.**	liturgyfather@sjv.ac.za
	Secretary	**MALAKA,** Tebogo . **Ms.**	secretary@sjv.ac.za
1.6	**LIBRARY:**		
	Chief Librarian	**ODENDAAL,** Roelna Marilene. **Mrs.**	librarian@sjv.ac.za

2. ADMISSION REQUIREMENTS EXCERPT

[Excerpt from the Admission Policy - PALIS 01/2019, Part 3]

1. GENERAL ADMISSION REQUIREMENTS

1.1. To be admitted, a candidate must hold:

- 1.1.1. Senior Certificate, with an exemption pass, or
- 1.1.2. National Senior Certificate (NSC), with a Bachelor Pass, as certified by the Council for Quality Assurance in General and Further Education and Training (UMALUSI).
- 1.1.3. Non-South African applicants must hold an equivalent certificate mentioned in 3.1.1 and 3.1.2, evaluated and certified thus by the South African Qualification Authority (SAQA).

1.2. In addition to the preceding requirement, the candidate must have a minimum achievement rating of 4 (50 – 59%) in the English language.

1.3. In keeping with the revised Policy for the "Minimum Admission Requirements for Higher Certificate, Diploma and Bachelor's Degree Programmes requiring a National Senior Certificate", set out in terms of section 3 of the Higher Education Act (101 of 1997), applicants who do not meet the minimum requirements stipulated above, may be given an opportunity for admission through one of the following "alternative routes of entry":

1.3.1. **Recognition of Prior Learning** (RPL): This alternative route will constitute not more than 10% of the total cohort, and will be done in accordance with the stipulations of the RPL Policy of SJV.

1.3.2. **Admission Test**: Once-of test administered to potential students, in order to gauge their capacity for the programme they apply for, and to predict their possible success. To be considered to admission, the applicant must obtain at least 50%.

1.3.3. **Admission on the basis of Discretionary Selection**: To qualify for discretionary selection, candidates must successfully complete the entire first year modules of the degree programme they wish to apply for.

1.4. The final decision for acceptance on the basis of alternative routes contemplated in **1.3.1 – 1.3.3** lies with the SJV Academic Committee chaired by the Academic Dean.

3. TUITION FEES AND FINANCES FOR THE ACADEMIC YEAR 2024

2024 TUITION FEE STRUCTURE - ST JOHN VIANNEY SEMINARY NPC				
TYPE OF STUDENT	ACCOMMODATION	REGISTRATION FEES [Non-Refundable]	ANNUALLY [Phil. 1-3, Theo. 1, 2 & 4]	SEMESTERLY [Theo. 3, Semester 2 & Theo. 5, Semester 1]
1) SJV Residential Students (Full Board and Lodging)	The Seminary	N/A	R 99 980	R 49 990
2) External Religious Students (Day Students)	Religious Houses	N/A	R 40 130	R 20 070
3) Work-Integrated Learning (WIL) Students Theology III (ONLY for Semester 1)	Assigned Parishes	N/A	N/A	R 4 130

OTHER 2024 ST JOHN VIANNEY SEMINARY NPC FINANCES		
The Other Fees Equally Apply Across The Board For All Types Of Students (SJV Residential Students/External Religious Students/ External Private Students & Alumni)		
POST EXAMINATION FEES		TRANSCRIPT FEES FOR ALUMNI
EXAMINATION SCRIPT VIEWING	EXAMINATION REMARK	
10 Minute Viewing (Entire Script, Or Part of It)	(The Fee is for the Marker)	(2nd & Subsequent Requests per Programme)
R 60.00	R 210.00	R 350.00

PLEASE NOTE THE FOLLOWING TUITION FEE CONDITIONS:

The Tuition Fees can be paid Annually or Semesterly. | The Tuition Fees Exclude the Following Students' Expenses: Medical Expenses, Semester Retreat Costs, Textbooks, Pauline's Books, Transport Expenses, Stationery Expenses, Etc. | The Excluded fees will be charged separately to the Sponsor during the Year, as has been done previously.

St John Vianney Seminary NPC Banking Details

Name of Account: St. John Vianney Seminary | Bank: Standard Bank | Account number: 01 180 1174 | Branch: Brooklyn | Branch Code: 011 245 | Reference: your name or institution

The charges will be made accordingly, as indicated below:			
SJV Residential Students	External Religious Students	External Private Students	Work-Integrated Learning (WIL) Students
Diocese	Religious Houses	Personal/Sponsors	Dioceses/Religious Houses/Personal/Sponsors

3.1 FEE PAYMENT EXCEPTIONS FOR ALL STUDENTS (Resident, Religious, Private)

The tuition fee structure applies to every course, irrespective of the year of study, with the following exceptions:

3.1.1 **The 3rd Year Theology students** do not pay for the 1st semester but pay a (WIL) fee as indicated above.

3.1.2 **The 5th Year Theology students** do not pay for the 2nd semester.

3.2 PROCEDURES FOR REFUNDS FOR ALL STUDENTS (Resident, Religious, Private)

The following procedures have been adopted for both residential and day students:

- 5% upfront settlement discount will be given if the full tuition fees for the year is paid by 31st March 2024
- Tuition Fees can also be paid in equal instalments per semester (50% before 31 March 2024 & remaining balance before 31 July 2024), but no discount will be given
- Monthly statements will be sent to the Dioceses/ Religious at the end of the month.

Cancellation of Registration before the commencement of lectures:

- All cancellations of students who registered for lectures must be done before the opening day of the semester in order to be freed from financial obligations. The notice of cancellation must reach the President's office and a copy to the Financial Administrator.

3.2.1 Withdrawal from the Seminary after the commencement of the lectures:

3.2.1.1 To withdraw a student from the seminary, the Bishop or Religious Superior needs to submit a letter of request to the President to withdraw the student, stating the reasons for the withdrawal.

3.2.1.2 No fee will be charged if the withdrawal is done **within the first week of lectures** for that semester.

3.2.1.3 Fees will be charged as follows for withdrawal from the **second week to the eighth week of lectures**:

3.2.1.3.1	Second Week	**20%**
3.2.1.3.2	Fourth Week	**40%**
3.2.1.3.3	Sixth Week	**60%**
3.2.1.3.4	Eighth Week	**80%**
3.2.1.3.5	After the Eighth Week	**NO Refund**

4. LIBRARY INFORMATION

ST JOHN VIANNEY SEMINARY NPC Library Operating Hours		
DAYS	**TIME**	**BREAK**
MONDAY - FRIDAY	✓ **08H00-10H00** ✓ **10H30-13H00** ✓ **14H00-15H30**	**TEA BREAK: 10H00–10H30** **LUNCH: 13H00–14H00**
CLOSED ON: Public Holidays, Afternoons of the Last Fridays of each Month & Weekends		

NEW RELEASE!!!

St John Vianney Seminary NPC is pleased to announce that it has upgraded the library system and has now changed to a web-based library management system called **AccessIt**. The system will enable lecturers and students to search the library catalogue from any internet-enabled device. Each student and lecturer will have a library account to check for item availability, reserve and renew items, and track on-loan and overdue items.

4.1 DUE DATES FOR THE RETURN OF BOOKS

4.1.1 SEMESTER LOANS

The **last day** of each semester (before the commencement of the winter and summer holiday period.)

4.1.2 PERSONAL LOANS / OPEN-SHELF LOANS

Lecturers may take out open-shelf book loans for a duration of **30 days**, at a quantity maximum of **6 books only**. Books **should** be returned on or before the due date. A loan may be **renewed twice** by the same user. Subsequent to that, a third renewal may be made pending the demand for the book.

4.2 RESERVE/SHORT LOANS

4.2.1 Books that a lecturer wants **On Reserve** for a module should be taken from the shelves and left with the librarians, who will process them and place them on the reserve shelf under the name of the lecturer and the module.

4.2.2 Borrowers must use such books in the library, or they may take them out for **only two (2) nights** to ensure their availability to other students.

4.3 ORDERING BOOKS

4.3.1 Titles of books that need to be ordered for a class should be given to the librarians **at least four months** before the start of the semester.

4.3.2 Lecturers **should** suggest other books related to the area covered by their course to the librarian, which would be useful additional reading for the students.

JANUARY 2024	
Residential Staff Retreat	Sun 14 - Fri 19
Residential staff Planning Meeting	Mon 22 – Tue 23
SACBC Plenary Session	**Mon 22 - Tues 30**
Supplementary Exams	**Tues 23 - Tues 30**
Human Formation Team	Tuesday 23
Finance Advisory Board Meeting	Thursday 25
FEBRUARY 2024	
Academic W/shop: Blooms Taxonomy & Teaching Method	Thursday 01
ALL Residential Students Return to the Seminary	**Friday 02**
Spiritual conference	Saturday 03
Residential Students Retreat	Sunday 04 – Friday 09
Orientation Day 1: All Internal & External Students	Monday 12
Orientation Day 2: Philosophy I & New Students	Tuesday 13
Lectures Commence [Semester I] & Ash Wed	**Wednesday 14**
Blessing of Student Rooms	Thursday 15
Spiritual Directors Meeting	Friday 16
Day time Fire Drill	Tuesday 20
Academic Committee Meeting	Wednesday 21
OHS & SHE	Saturday 24
Finance Advisory Board Meeting	Thursday 29
MARCH 2024	
General Academic Meeting: All Lecturers & All Matters	Wednesday 06
Convocation (Academic Dean & Students)	Thursday 07
Day of Recollection	Friday 08 – Sat 09
OHS & SHE Audit	Mon 11 –13 Wed
Pauline's Book Display	Tues 12 – Thurs 14
Mental Health Awareness Day	Thurs 14 @ 14h00
Student Directors & Academic Committee Meeting	Wednesday 13
Human Formation – **Philosophy**	Saturday 16
Pastoral Convention (Theo II & IV)	Friday 15
Final Years' Scrutinium	Mon 18 – Tues 19
Residential Staff Meeting	Wednesday 20
Public Holiday : Human Rights Day	**Thursday 21**
Rector's Conference	Friday 22
Human Formation – **Theology**	Saturday 23
Holy Week – Chrism Mass	Wednesday 27
All Research Papers Due Theology V	Thursday 28
Finance Advisory Board Meeting	Thursday 28 @09h00
Holy Thursday & Spiritual Conference- No Lectures	**Thursday 28**
Good Friday	**Friday 29**
Holy Saturday	**Saturday 30**
Easter Sunday & Easter Holidays begins	**Sunday 31 - Sun 07**

APRIL 2024	
Scrutinium : Lectors	Mon 8 – Tues 9
Academic Committee Meeting	Wednesday 10
Final BTH Research Papers Submission Day	Friday 19
Human Formation: Philosophy	Saturday 20
Finance Advisory Board Meeting	Thursday 25
Farewell Mass for Fifth Years	Friday 26
Annual Report Submission [DHET]	**Friday 26**
OHS & SHE Audit	Saturday 27
Academic Presentation	Tuesday 30 April
MAY 2024	
Workers' Day – No Lectures	**Wednesday 01**
Day of Recollection	Friday 03– Saturday 04
BTH Oral Comprehensive Exams	Wed 08 - Thur 09
BTH Oath Ceremony - Final Years	Thursday 09 @ 17H00
Debate – Theology	**Friday 10**
Academic Committee Meeting	Wednesday 15
Public Lecture (Theology)	Thursday 16
Installation of Lectors	Wednesday 22 @ 17H00
Human Formation – **Theology**	Saturday 25
OHS & SHE Audit	Saturday 25
Student Course Evaluations - Last Lectures	**Mon 27 - Fri 31**
Residential Staff Meeting	Wednesday 29
Finance Advisory Board Meeting	Thursday 30
Lectures Terminate [Semester I]	**Friday 31**
Spiritual Directors' Evaluation Meeting	Friday 31 May @ 14H00
JUNE 2024	
Mid-year Examinations commence	**Mon 03 – Thur 27**
Youth Day Long Weekend – no exam	**Mon 17**
Finance Advisory Board Meeting	Thursday 27
Relocation to new Accom Block – Theo IV	Thurs 27
Departure of Students (Winter Holidays)	**Friday 28 June**
SEMESTER 2	
JULY 2024	
Residential Staff Return from winter holidays	**Sunday 14 July**
Post-WIL Return	Wednesday 17 July
Residential Staff Meeting	Wednesday 17 July
Post WIL Debriefing Workshop	Thurs 18 – Sat 20 July
Residential Students Return from Winter Holidays	**Friday 19 July**
Retreat for Post WIL Students	Sunday 21 July
Second Semester Retreat (All Students)	Monday 22 – Saturday 27 July
Finance Advisory Board Meeting	Thursday 25 July
OHS & SHE Audit	Saturday 27 July
Lectures Commence [Semester II]	**Monday 29 July**

AUGUST 2024	
St. John Vianney Feast Day Vespers	**Friday 02 August**
St. John Vianney Feast Day	**Saturday 03 August**
Supplementary Exams	**Mon 05 - Mon 12 Aug**
National Women's Day Long Weekend- No Lectures	**Friday 09 August**
Human Formation -**Philosophy**	Saturday 10 August
Theology IV Proposals Submission	**Monday 12 August**
Scrutinium : Acolytes	Tuesday 13 August
Pauline's Book Display	Tues 13 – Thu 15 August
Theology IV Proposals Academic Meeting	**Wednesday 14 August**
Rector's Conference	Friday 16 August
Human Formation -**Theology**	Saturday 17 August
Academic Committee Meeting	Wednesday 21 August
Residential Staff Meeting	Thursday 22 August
Finance Advisory Board Meeting	Thursday 29 August
Public Lecture: **Philosophy**	Thursday 29 August
OHS & SHE Audit	Saturday 31 August
Pastoral Department: Supervisors' Workshop	Wednesday 28 – Fri 30 August
SEPTEMBER 2024	
Convocation (Academic Dean & Students)	Thursday 05 September
DHET Submission - 2024 Graduation Programme	**Thursday 05 September**
Sports Day	Saturday 07 September
Night Time Fire Drill	Wednesday 11 September
Seminary (In House) Group Photo	Saturday 12 October
Annual Graduation Ceremony	**Friday 18 October**
OHS & SHE Audit	Saturday 26 October
Spiritual Directors' Evaluation Meeting	Friday 25 October
Human Formation – **Theology**	Saturday 26 October
Finance Advisory Board Meeting	Thursday 31 October

OCTOBER 2024	
Introducing the Month of the Rosary	Tuesday 01 October
Acolyte's Training	**Tues 01 - Wed 02 October**
Spiritual Conference	Thursday 03 October
Student Council Elections	Friday 04 October
Academic Committee Meeting	Wednesday 09 October
Installation of Acolytes	Wednesday 09 October
Seminary (In House) Group Photo	Saturday 12 October
Annual Graduation Ceremony	**Friday 18 October**
OHS & SHE Audit	Saturday 26 October
Spiritual Directors' Evaluation Meeting	Friday 25 October
Human Formation – **Theology**	Saturday 26 October
Finance Advisory Board Meeting	Thursday 31 October
NOVEMBER 2024	
Lectures terminate	Friday 01
Year-end examinations begin	Monday 04
Year-end examinations conclude	Thursday 28
Departure of students	Friday 29
DECEMBER 2024	
Examinations Evaluations meeting	Tuesday 03
Staff team building	Wednesday 04 – Saturday 07
Seminary closing day	Friday 13

SJV @ 75

1948 – 2023

In his foreword to Joy Bain's history of St John Vianney Seminary, Bishop William Slattery noted that a seminary encapsulates the history of a local church. The story of St John Vianney Seminary NPC, therefore, reflects some of the struggles, weaknesses and successes of the Southern African Church. We trace this back to the formative years of Apartheid in 1948 when three separate seminaries existed in the country: Pavensey, Hammanskraal, and St John Vianney. Today, questions regarding the Church's decision to give in to the Apartheid regime's intrigues, a decision that ultimately enfeebled priestly formation and retarded the growth of the Church's own conscientisation, are still not satisfactorily answered. St John Vianney Seminary, says Bishop Slattery, has travelled a tortuous road.

Before 1922 no priests were trained in South Africa, but with the publication of Pope Benedict XV's Encyclical Letter Maximum Illud, *Apostolic Delegates were tasked to set up seminaries for the training of indigenous clergy. Pope Pius XI also issued* Ad Catholicum Sacerdotium *to this effect. The task of establishing a seminary in South Africa in accordance with the two papal documents mentioned fell in the hands of Dominican Archbishop Bernard Jordan Gijlswijk, who was the Apostolic Delegate to South Africa from 1923-1944. After his visitation of the local vicariates and prefectures, Gijlswijk summoned all the local ordinaries and ecclesiastical superiors to Kimberley in 1924 where the issue of the training of local priests was discussed. However, the Marianhill Missionaries already had plans for the building of St Mary's Seminary at Mariathal while the St Augustine's seminary had been opened by the Oblates of Mary Immaculate in 1924 in Lesotho.*

Martin Lucas SVD began the formation of a consultative Body of bishops later to be known as the Southern African Catholic Bishops' Conference while fostering the idea of a national seminary.

Although Cape Town and Port Elizabeth were considered for the building of the seminary, it was Pretoria that won the day. Archbishop Lucas, the Apostolic Delegate, considered Pretoria to be ideal given the fact that the apostolic delegation had been transferred from Bloemfontein to Pretoria and because the site at Waterkloof was suitable. The current site was bought from the Sisters of Nazareth for 4000 British Pounds with Bishops Hurley and O'Leary contributing substantially. The seminary was to fall under the Church Interest Department of the Southern African Catholic Bishops Conference under Bishop Hurley.

The Baccalaureate in Sacred Theology (BST) was introduced in Fr Carroll's first year of office. Prior to 1971 seminarians couldn't wear lay dress, couldn't visit one another's room, and couldn't go outside the seminary. These rules were changed in 1971. Students also addressed an open letter to the bishops asking for a multi-racial seminary since St John Vianney Seminary catered for white students only. However, it would take a few more years before the seminary would become multi-racial.

In May 1976 Bishop Stephen Naidoo informed staff and students that there would be only one seminary-St Peter's at Hammanskraal-and that St John Vianney would have to close. However, with the student uprising in 1976, St John Vianney was spared. St Peter's closed down during the second semester as a result of the student unrest and six of its senior students we admitted at St John Vianney for the remainder of the year. Unfortunately, these black students had to leave shortly afterwards for fear that their communities would label them as traitors. They addressed a letter to the bishops to this effect. Despite their short stint at St John Vianney, these black students had proved that the notion of a multi-racial seminary was possible.

During Fr Myles's reign as rector, the seminary became racially mixed. In total they had nine coloured, one Indian, one Chinese, twenty-two white and two black students. In 1978 twenty-one black students were admitted to the seminary.

The post-synodical exhortation Pastores Dabo Vobis , published in 1992, deals with priestly formation. Accordingly, the seminary divided the formation of the priest into four stages: human, spiritual, intellectual, and pastoral. The seminary began issuing a Higher Diploma in Ministerial Skills to emphasise the pastoral dimension of seminary formation.

The Higher Diploma was awarded for the first time in 1999 and was later recognised by the South African Qualification Authority (SAQA). In 2008, Fr. Sithembele was to oversee the long-anticipated unification of both the St Peter's Seminary, which had moved to Garsfontein and taught only philosophy with the St John Vianney Seminary, which taught theology. Henceforth, philosophy and theology students of all races were to reside in one seminary. Finally, the vision of Dominican archbishop Bernard Jordan Gijlswijk, who was Apostolic Delegate to South Africa from 1923-1944, was fully realised.

The primary mission of St John Vianney Seminary NPC is the formation of priests for the Roman Catholic Church. It entails providing an environment conducive for forming an academically developed, deeply human, psychologically balanced and spiritually mature person, with love for humanity and passion for pastoral service. It strives towards the development of individuals equipped with knowledge, habits and skills that enable them to fully assimilate personal, communal, intellectual and moral values necessary for personal growth and meaningful contribution to the Church as a whole, as well as to the society of South African and the whole world. In this way, the mission of St John Vianney Seminary (SJV) is wholistic in approach, ensuring a balanced training of the intellectual, human, spiritual and pastoral aspects of its students.

The intellectual training of SJV is specifically geared towards producing students who value depth of thought, clarity of vision, intellectual balance, thoughtful dialogue and critical evaluation.

Rectors of St John Vianney Seminary

1. Fergus Barrett OFM, (1948-1966)
2. Norbett Carroll OFM, (1967-1972)
3. Bernard Frank Doyle OFM (1972-1976)
4. Myles Russell OFM (1977-1984)
5. William Slattery OFM, (1985-1991), later Archbishop of Pretoria
6. Graham Rose, (1991-1997), alumni and first non-Franciscan rector, Bishop of Dundee
7. Mlungisi Pius Dlungwane, (1997- 2000) the first black rector.
8. Mike Lewis SJ, (2000-2001) acting rector
9. Sithembele Sipuka, (2000-2008), Alumnus, lecturer, now Bishop of Mthatha, President of the SACBC
10. Enrico Parry (2008-2011), alumnus, professor dean, and vice-rector before being rector/president of the seminary, also served as acting rector of St. Peter's seminary(2006-2007)
11. Molewe Machingoane, (2011-2015),
12. Paul Manci, (2015-2018)
13. Masilo John Selemela, (2019- 2022) Auxillary Bishop of Pretoria
14. Wellington Ncedo Siwundla, (2022-)

SEMINARY STRUCTURE

1)	**BOARD OF DIRECTORS (Association Incorporated under Section 21):**	
	Most. Rev. Anton Dabula Mpako	Archbishop
	Rt. Rev. Vincent Mduduzi Zungu OFM	Bishop
	Rt. Rev. Sylvester Anthony John David OMI	Bishop
	Rt. Rev. Neil Augustine Frank OMI	Bishop
	Very Rev. Fr. Ncedo Wellington Siwundla	St John Vianney Seminary NPC – Rector
	Prof. Celia Ellen Teresa Kourie	Lecturer
	Ms. Sheila Maluleka	Resource Person
2)	**COMMISSION FOR SEMINARIES:**	
	Rt. Rev. Vincent Mduduzi Zungu OFM	Bishop (Chairman) | Grand Chancellor
	Rt. Rev. Sylvester Anthony John David OMI	Bishop (1st Vice-Chairman)
	Rt. Rev. Neil Augustine Frank OMI	Bishop (2nd Vice-Chairman)
	Very Rev. Fr. Ncedo Wellington Siwundla	Rector- St John Vianney Seminary NPC
	Rev. Fr. Aaron Gabela	Vice Rector- (St John Vianney Seminary NPC)
	Very Rev. Fr. Thomas Plastow SJ	St Francis Xavier Seminary
	Rev. Fr. Sefiri David Abram Motsepe	Secretary
	Rev. Fr Hugh O'Connor	General Secretariat (SACBC)
3)	**FINANCE ADVISORY BOARD:**	
	Very Rev. Fr. Ncedo Wellington Siwundla	President
	Rev. Fr. Aaron Gabela	Vice-President
	Rev. Fr. Zakheleni Mkhwanazi	Financial Administrator
	Mr. John McKay	Auditor
	Sr. Dominica Mkhize	Associate General Secretary (SACBC)
	Rev. Fr Nkosinathi Ngcobo	Dean of Students
	Mr. Leo Da Silva	Bookkeeper/ Accountant
	Ms. Sheila Maluleke	Resource Person
	Dr. Vincent Maphai	Special Advisor
	Advocate Moses Mkhabela	Legal Advisor
4)	**RESIDENT MEMBERS OF STAFF AND FORMATORS:**	
	1. Very Rev. Fr. Ncedo Wellington Siwundla	President
	2. Rev. Fr. Aaron Bhekokhwakhe Gabela	Vice-President
	3. Rev. Fr. Thulani Joel Joseph Skhosana	Academic Dean
	4. Rev. Fr. Sbongiseni Joseph Msomi	Registrar & Examinations Officer
	5. Rev Fr. Dr. Dikotsi William Mofokeng	HOD: Pastoral Department & Publishing Officer
	6. Rev. Fr. Zakheleni Wilbert Mkhwanazi	Finance Administrator & HOD Theology Department
	7. Rev. Fr Nkosinathi Gabriel Ngcobo	Dean of Students
	8. Rev. Fr. Stanley Bangizwe Khoza	HOD: Philosophy Department
	9. Rev. Fr. Dr. Jerome Rono Nyathi	Spiritual Father
	10. Vacant	Health, Safety & Risk Administrator
	11. Rev. Fr Nkosinathi Mhlambi	Communications Officer
	12. Rev. Fr. Tebello Lucas Moeti	Liturgy Father & Human Resources Manager
5)	**STUDENTS COUNCIL 2023/24:**	
	1. Sebaka Molefe	Vice - President & Acting President
	2. Ozi Daka	Secretary
	3. Sanele Simama	Academic Representative
	4. Bandisa Tshabalala	Vice Academic Representative
	5. Gabriel Sefafe	Master of Ceremonies (MC)
	6. Tebello Looko	Treasurer
	7. Joel Oliphant	Sports & Entertainment Co-ordinator
	8. Ayanda Nkabinde	Transport Master

SUPPORT STAFF

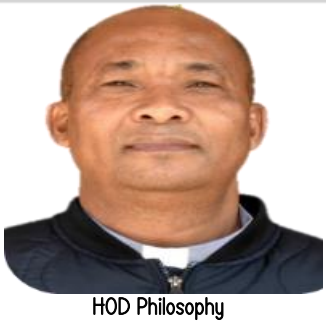
	ADMINISTRATION:	
	KGAFFE, Mmanoko. Ms.	Administrative Assistant: Academic Dean| Registrar| Exams Office
	MLOMBO, Elizabeth. Ms.	PA to the President | Secretary: Philosophy Department
	MALAKA Tebogo. Ms.	Secretary: Theology | Pastoral Department | Spiritual Father| HR
	FINANCE DEPARTMENT	
	DA SILVA, Leo. Mr	Accountant/ Bookeeper
	LIBRARY	
	ODENDAAL, Roelna Mrs.	Chief Librarian
	MANGANYE, Martha Ms.	Library Assistant
	FACILITY MANAGEMENT:	
	KEBERA, Jane Mrs.	Facility Manager
	RECEPTION	
	LEDWABA, Wilhemina.Ms	Receptionist

2024 St John Vianney Seminary NPC Formation Staff

The Vice– Rector
Rev.Fr Aaron Gabela

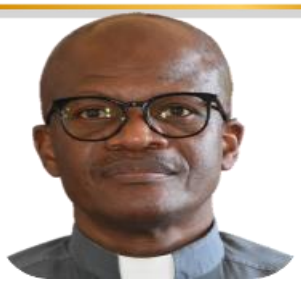
The Rector
Rev. Fr Ncedo Siwundla

Academic Dean
Rev.Fr Thulani Skhosana



HOD Philosophy
Rev. Fr Bangizwe Khoza

The Registrar
Rev. Fr Sbongiseni Msomi



HOD Theology
Rev. Fr Zakheleni Mkhwanazi

HOD Pastoral
Rev. Fr Tjamela Mofokeng

Liturgy Father
Rev. Fr Tebello Moeti

Spiritual Father
Rev. Fr Jerome Nyathi

Dean Of Students
Rev.Fr Nkosinathi Ngcobo

Communications Officer
Rev.Fr Nkosinathi Mhlambi

LECTURING STAFF AT ST JOHN VIANNEY SEMINARY NPC

PHILOSOPHY DEPARTMENT

1.BENTLEY, Wessel. Rev. Prof.
BTh [UNISA], BA (Hons) (Psychology) [UNISA], BA (Hons) (Dogmatics and Christian Ethics) [UP], MA [UP], PhD. [UP].

2.DE WET, Chris Len Prof.
BTh [RAU], BA (Hons) (Theology) [RAU], BA (Hons) (Greek) [RAU], MA (Ancient Language & Culture Studies) [UP], DLitt (Ancient Greek) [UP], PhD., SAYAS and FAHA

3. DELPORT, Petrus Terblanche. Mr.
BA (English Studies) [UP], BA (Hons) (Political Philosophy) [UP], MA Phil (Philosophy) [UP].

4. GABELA, Aaron. Rev. Fr.
BST [SJV], B Phil. [PUU], L.Phil [PUU]

5. KHOZA, Stanley Bangizwe. Rev. Fr.
STB [PUU]; BA Hons Politics [UNISA] BA Phil, MA Phil, MPhil Phil [KU Leuven].

6. LEDWABA, Thabiso Clement. Rev. Fr.
STB and L.Phil [PUU].

7. MATOLINO, Bernard. Prof.
B.A. (Natal); B.A. Hons (Natal); M.A. (UKZN); PhD (UKZN)

8. MTIMKULU Vuyelwa Thokozile. Ms.
MSc (Clin Psychology) [MEDUNSA].

9. MSOMI, Sbongiseni Joseph. Rev. Fr.
Dip. Phil [St Peter's Seminary]; BTh [SJV]; BTh. Hons (Practical Theology) [UP]; BA.Phil [PUU]; L.Phil [PUU]

10. MUBANGA Cephas. Rev. Fr. (CSS)
MA Phil. [UCMM], BST [SJV], BA Phil. [SIM]

11. MATJILA , Tonny . Dr
BA (Psychology), BA Honours (Psychology Counselling), MA (Psychology), PhD (Psychology) UNISA

12. NAGEL, Evelyn Linda. Ms.

BA. [UL], BA. Hons (Psychology) BSc. Hons [MEDUNSA], MSc [MEDUNSA].

13. NNADOZIE, Gabriel Chinezie. Dr.
B.Phil. and L. Phil [Angelicum], Ph.D. [Antonianum].

14. OGUAMANAM, Eugene Ezenwa. Rev. Fr. Dr. (CSSp)
PhD Phil. [UP], MA Phil, MA Theo.

15. PAUL, Albin Nallakkuttu. Rev. Fr.
Dip. Phil [POIRS], BA. Phil [BC], BTh [POIRS], MTH [PIPR].

16. SKHOSANA, Thulani Joseph Joel. Rev. Fr.
Dip in Philosophy, BST and SSL (PBI) [Rome].

17. TAURO, Arvin. Rev. Fr. (OCD)
B. Phil [DC], BSc (Psychology) [MU], BTh [SPPI], MSc (Psychology) [MU], MTH [SPPI].

THEOLOGY DEPARTMENT

BOSHOFF, Willem Sterrenberg. Prof.

BA. Hons (Semitic Languages); BA Hons (Archaeology); DLitt et Phil; BD, DD (Old Testament) MA (Linguistics); MA (English) and DD.

BWANA, Alfred Orwa. Rev. Fr. Dr. (CP)
PhD Theology (Liturgy)

GRAÇA Manual Alberto Nogueira Da Costa. Rev. Fr. Dr. (Opus Dei)
Medicine, Ecclesiastical License, STL and STD.

GWANISHENI, Siphelele. Fr. (OFM)
STB [PUU], SSL [PBI].

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MASEMOLA, Amos Mabuti. Very Rev. Fr.
Dip. Phil [St Peters Seminary], Dip.Min [SJV], BTh [SJV], MSTh (CUEA).

MDHLULI, Antony Sikhalele. Rev. Fr. (CP)
BPhil and STB [PUU], STL [CUEA], Dip. in Human Growth and Development [Institute of St. Anselm].

MHLAMBI, Nkosinathi. Rev. Fr.
BA Phil. [SJV], BTh [SJV]

MKHWANAZI, Zakheleni Wilbert. Rev. Fr.
BPhil [PUU], STB (Marianum), Dip. Mariology [Marianum] STL [PUU]. Dip. in Administrative Praxis.

MOETI, Tebello Lucas. Rev. Fr.
BA Phil. [SJV], BTh [SJV], JCL, Dip. in Administrative Praxis.

MOFOKENG, Dikotsi William. Rev. Fr. Dr.
PhD (Missiology) [NWU], MA Canon Law [St Augustine College], BST [PUU], Higher Dip in Ministerial Skills [SJV].

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MPHELA, Sekabata Solomon. Rev Fr. (OFM)
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NGCOBO, Nkosinathi Gabriel. Rev. Fr.
Dipl.Phil (St Peters) Dip.Ministry (SJV) MA Theology (UKZN) Lic.Church History (Rome)

NYATHI, Jerome Rono. Rev. Fr. Dr.
STB; STL and STD [Angelicum].

OKORO, Michael Osondu. Rev. Fr. Dr (C.S.Sp)
PhD (Integrative Studies in Ethics and Theology) Chicago, MA (Theology) Pennsylvania, U.S.A

RAKEKETSI, Patrick Tseko. Rev. Fr. (CSS)
STL [Gregoriana], BST [PUU]

SEHERI, Michael Rev. Fr. Dr.
STB (PUU), Licentiate (Biblical Theology), Doctorate (Biblical Theology).

SIWUNDLA, Ncedo Wellington. Very Rev. Fr.
Dip in Philosophy, Dip in Ministry, BTh, STB [PUU] and SLL [San Anselmo].

SKHOSANA, Thulani Joel Joseph . Rev. Fr.
Dip in Philosophy, BST and SSL (PBI) [Rome].

TAURO, Arvin. Rev. Fr. (OCD)
B. Phil [DC], BSc (Psychology) [MU], BTh [SPPI], MSc (Psychology) [MU], MTH [SPPI].

TILLEY, Gail Emily Cecilia. Mrs.
BA (Psych), BA Hons (Psych), and MA (Industrial and Organizational Psychology).

VINETTI, Erasmus Eluid. Rev. Fr (OFM Cap)

Policies on Academics

I) POLICY ON ADMISSION OF LOCAL & INTERNATIONAL STUDENTS (PALIS 01/2019)

1. PREAMBLE

1.1. The Policy of St John Vianney Seminary (SJV) on Admission of local and international students, conscious of the existential socio-political, economic and educational imbalances in the South African society, as a consequence of the long history of racial politics, seeks to create equal opportunity in higher education for the previously marginalised.

1.2. With equal commitment to academic excellence in teaching and learning, with a particular mission of forming a balanced and integrated human being, SJV Admission Policy is open to the cultural diversity of South Africa and is oriented towards equitable access to higher education, with a distinctive aim for building a dynamic, academically developed and equitable society.

1.3. Mindful of the multifaceted and complex nature of the disadvantaged in the South African context therefore, SJV Policy on Admission considers a range of factors in the admission of students, in order to eliminate inequalities and unfair discrimination in the higher education system.

1.4. The ultimate aim of this Policy is to admit a diverse student body with the potential to succeed, and to maintain and promote academic excellence through diversity.

1.5. Since SJV is, in keeping with the Constitution of South Africa, committed to providing equal opportunities, its admission is open to all eligible applicants, regardless of race, colour, creed, national origin and gender, provided preference be given to an eligible South African applicant over an applicant from a foreign country.

1.6. In addition to the admission requirements as prescribed, an applicant must also meet SJV requirements for entry into the programme.

1.7. As an institution of higher learning, SJV is governed by the Higher Education Act (101 of 1997), and its Admission Policy is aligned with the provision of sections 74 (1) of the same act. It is also governed by the revised Policy for "Minimum Admission Requirements for Higher Certificates, Diploma and Bachelor's Degree Programme requiring Senior Certificate", promulgated in 2008.

1.8. SJV acceptance of local and international students will be in accordance with South African legislation governing the requirements, with "the objective for redress, equity and quality". It also respects the support of the Higher Education Act for "wider and more diverse access to higher education".

2. POLICY PURPOSE

2.1. The purpose of SJV Policy on Admissions is to ensure regulatory compliance in the admission of new students, ensuring that they meet entry requirements for the programme applied for.

2.2. This Policy is applicable to all staff and students of SJV.

3. GENERAL ADMISSION REQUIREMENTS

3.1. To be admitted, a candidate must hold:

3.1.1. Senior Certificate, with an exemption pass, or

3.1.2. National Senior Certificate (NSC), with a Bachelor Pass, as certified by the Council for Quality Assurance in General and Further Education and Training (UMALUSI).

3.1.3. Non-South African applicants must hold an equivalent certificate mentioned in 3.1.1 and 3.1.2, evaluated and certified thus by the South African Qualification Authority (SAQA).

3.2. In addition to the preceding requirement, the candidate must have a minimum achievement rating of 4 (50 – 59%) in the English language.

3.3. In keeping with the revised Policy for the "Minimum Admission Requirements for Higher Certificate, Diploma and Bachelor's Degree Programmes requiring a National Senior Certificate", set out in terms of section 3 of the Higher Education Act (101 of 1997), applicants who do not meet the minimum requirements stipulated above, may be given an opportunity for admission through one of the following "alternative routes of entry":

3.3.1. Recognition of Prior Learning (RPL): This alternative route will constitute not more than 10% of the total cohort and will be done in accordance with the stipulations of the RPL Policy of SJV.

3.3.2. Admission Test: Once-of test administered to potential students, in order to gauge their capacity for the programme they apply for, and to predict their possible success. To be considered for admission, the applicant must obtain at least 50%.

3.3.3. Admission on the basis of Discretionary Selection: To qualify for discretionary selection, candidates must successfully complete the entire first-year modules of the degree programme they wish to apply for.

3.4. The final decision for acceptance on the basis of alternative routes contemplated in 3.3.1 – 3.3.3 lies with the SJV Academic Committee chaired by the Academic Dean.

4. ADMISSION REQUIREMENTS FOR SOUTH AFRICAN STUDENTS

For admission into a Bachelor Degree Programmes (HEQF Level 7), South African students need one of the following:

4.1. National Senior Certificate (NSC)

In accordance with the stipulation of UMALUSI, applicants for a Bachelor degree programme must be in possession of the National Senior Certificate (NSC) certified with an achievement rating of 30% or higher in English (the language of learning at SJV), and a rating of 4 (adequate achievement; 50 – 59%) or better in four recognised NSC 20-credit subjects.

4.2. Senior Certificate (SC)

4.2.1. Access to the Bachelor programme is granted on the presentation of a Senior Certificate pass certified by UMALUSI, which must indicate pass with endorsement or exemption.

4.2.2. Moreover, the applicant must have passed English and three other subjects, with an aggregate achievement of 950.

4.2.3. Applicants who wish to follow a degree programme, but who do not possess a Senior Certificate with an endorsement or exemption pass, may apply to the Matriculation Board (Universities South Africa) for Age or Mature Exemption.

4.3. National Senior Certificate Vocational NC (V)

Applicants who are in possession of a National Certificate (Vocational), certified by the Council for General and Further Education and Training, will be granted access to the degree programme on the basis of an achievement of at least 60% in three fundamental subjects (including English), and at least 70% in the four vocational subjects chosen from the NC (V) level 4 subjects.

4.4. SAQA Evaluation

Applicants who are not in possession of a National Senior Certificate will be granted access on the presentation of a SAQA Certificate of Evaluation equivalent of Grade 12.

4.5. National Senior Certificate (NATED)

Applicants who are in possession of an N4 – N6 certificate may gain entry access to the SJV Degree programme, subject to provision 3.2 or 3.3.

4.6. Exemptions

4.6.1. Age Exemption

Applicants, at least 23 years of age, who have passed the Senior Certificate (SC) or the National Senior Certificate (NSC) without a Bachelor Pass may, in order to gain access to the Degree programme, apply to the Matriculation Board for an Endorsed Exemption.

4.6.2. Mature Age Exemption

Applicants who are over the age of 40, and who do not have an NSC / SC certificate, may, for the purpose of gaining access to the SJV Degree programme, apply to the Matriculation Board for Age Exemption.

4.6.3. RPL

Conditional Exemption may be granted, in accordance with the stipulations of the SJV Recognition of Prior Learning (RPL) Policy.

5. ADMISSION REQUIREMENTS FOR INTERNATIONAL STUDENTS

5.1. International students may not be registered at a South African Educational Institute without having obtained a Study Permit from the South African Embassy or Mission in their respective home countries.

5.2. For that reason, in order to be registered at SJV, all non-South African applicants must be in possession of the following documents:

5.2.1. A Valid Passport
5.2.2. A Valid Visa
5.2.3. A Valid Study Permit

5.3. For recognition by SJV, in keeping with the law of South Africa, all international qualifications must be evaluated by the South African Qualifications Authority (SAQA).

5.4. It is the responsibility of the applicant to acquire the relevant documentation from SAQA, proving that the applicant's highest qualification meets the entry requirements for the programme applied for.

5.5. In the case of applicants who are under the age of 18, permission must be obtained from their parent(s) / guardian(s) / sponsor(s).

5.6. The medium of instruction at SJV is English. For that reason, applicants must provide proof of proficiency in the use of English as a medium of communication. Those who are not proficient in English must first pass the English language course, acknowledged by SJV, before they may be considered for enrolment.

5.7. The student will have to remain medically insured for the full period of study and provide proof of such medical insurance.

5.8. Standard Admission Procedure

5.8.1. Students are to complete the Application Form according to the relevant instructions, pay the required registration fee and submit the following required documentation:

5.8.1.1. Certified Copy of Passport
5.8.1.2. Certified Copies of the International Qualification(S) Obtained
5.8.1.3. Certified Copy of the SAQA Certificate of Evaluation
5.8.1.4. Proof of Application Fee Paid
5.8.1.5. Reference Letter from the School, Bishop or an Equivalent Religious Leader
5.8.1.6. 2 X ID Size Photos

5.8.2. When the Registrar is satisfied that the applicant meets the required criteria, SJV will inform the applicant whether his/her application has been successful and on which provisions. A letter of provisional acceptance will be issued for the application of the Study Permit.

5.8.3. A student who is provisionally accepted must pay one year's tuition fees (before registration) as well as one year's residence fees (if applicable) in advance.

5.8.4. Only after the applicant has obtained the Study Permit, has paid all fees due and has satisfied all other prerequisites, may he/she depart for South Africa.

5.9. Guidelines

5.9.1. **Passport:** A passport must be valid for the full duration of the programme.

5.9.2. **Study and Work Permit:** To register for the SJV degree programme, international student applicants must have a **Study Permit** in the name of SJV.

5.9.3. **Spousal Visa and Permanent Residence**

5.9.3.1. Holders of Spousal Visas will be allowed to apply for the SJV programmes.
5.9.3.2. Students in possession of a Spousal Permit will also have permanent residency.
5.9.3.3. Permanent residency means the individual is free to work, study or run/own a business with no endorsements required.

5.9.4. **Refugee Status**

5.9.4.1. All Refugee Permit holders will be allowed to apply for SJV programmes.
5.9.4.2. A Refugee Permit allows a person to work and study in South Africa, as long as the permit is valid.
5.9.4.3. When an international applicant is granted asylum (written recognition of refugee status), the student must be in possession of a section 24 permit. The permit would allow the international applicant to remain for a

period of 2 years in South Africa. The permit is renewable upon expiration of its validity after the review process by the Department of Home Affairs. In this case, the refugee must write a letter requesting the extension of his or her refugee status.

5.9.5. International Student Registration Status

Discontinuing of studies for whatever reason (for example expulsion/de-registration/non-attendance) will result in the Registrar informing the Department of Home Affairs on the discontinuation or de-registration of the student concerned.

6. POLICY APPEAL PROCEDURE

6.1. If the applicant is unsuccessful, the applicant will have fourteen (14) days to appeal in writing to the Academic Dean.

6.2. The applicant will be notified in writing about the outcome of the Appeal Process decision. This decision will then be final.

6.3. Those applicants not deemed successful will be denied admission to the SJV programme.

7. RIGHTS OF ST JOHN VIANNEY SEMINARY NPC

SJV reserves the right, exercised at the discretion of the Academic Dean, alone or with some or all the members of the Academic Committee, to deny admission to any applicant who might have fraudulent or inappropriate qualifications or has a history of misconduct at other institutions.

8. RESPONSIBILITY FOR IMPLEMENTATION

The Registrar is responsible for the implementation of this Policy.

II) ASSESSMENT POLICY - (AP 01/2019)

1. PREAMBLE

1.1. St John Vianney (SJV) Seminary NPC, in the existing Seminary academic regulations and practices, explicitly states the assessment regulations of the same Seminary in line with current, research-based views and standards regarding assessment.

1.2. Assessment forms the essence of an integrated approach to student learning. It is generally accepted that assessment constitutes the learning and teaching practice through which the most direct influence may be exerted on student learning, as well as the practice in which the functions are described in this Assessment Policy (*hereinafter referred to as the Policy*).

1.3. The Policy is therefore able to provide a framework within which assessment practices at the SJV can be valid, reliable and justifiable, and can be directed and evaluated within respective academic departments on the basis of clear principles.

1.4. The Policy focuses on the *criteria* for excellent practice in assessment, of which the detailed regulations, rules, and practices are subject to the Policy. All the academic departmental specific documents, that have a bearing on assessment therefore, resort under this overarching Assessment Policy and meet its requirements.

a. This Policy is based on the assertion that lecturers have the competence to decide how assessment should be conducted within their respective disciplines and programmes, and will be prepared to develop their skills further.

b. The primary responsibility for the monitoring of assessment practices at the SJV lies within the Academic Committee.

2. DEFINITIONS AND DESCRIPTIONS

For the purposes of this Policy, the key words and concepts are defined as set out below:

2.1. Assessment

2.1.1. The South African Qualifications Authority (SAQA) views assessment as "a structured process for gathering evidence and making judgments about an individual's performance in relation to registered national standards and qualifications".

2.1.2. Assessment can thus be defined as the process of collecting evidence of learners' work to measure and make judgments about the specified achievement or non-achievement.

2.2. NQF Standards and/or Qualifications

This refers to the requirements against which the student's performance is measured during different assessment opportunities and different types of assessments. For example, some of the criteria that could be used during the assessment of an essay would include the following: the introduction, the presentation and interpretation of facts and data, the quality of the argument, the use of substantiation, and the conclusion. For an oral examination, it also could include eye contact, audibility, self-expression, use of language, completeness and correctness of content.

2.3. Assessment Methods

This refers to different types of methods such as assessing theory by means of questioning, written or verbal questions, assessing skills by observation of a task, and a third form of evidence, also referred to as an end product.

2.4. Assessment Opportunity

Any opportunity during which student learning is assessed such as class test, projects, discussions, written, practical and oral examination. This can be applied for the promotion of learning (formative) or to form a judgment on the students' knowledge and outcomes (summative) or, in some cases, for both purposes.

2.5. Assessment Tools/Instruments

Different types of instruments which measure knowledge and different types of skills, such as essays, multiple choice questions, practical, written and oral examinations, portfolios (dossier), presentations and research projects.

2.6. Assessors

The lecturers/assessors involved in the planning, implementation and evaluation of the assessment of the students.

2.7. Continuous Assessment

It is the assessment that has to take place at regular intervals during the presentation of a module.

2.8. Formative Assessment

This is the type of assessment that is applied during the course of the semester and whose aggregate percentage is added to that of the Summative Assessment to constitute the Final Mark for the promotion of student learning and provision of feedback for the enhancement of students' performance.

2.9. Summative Assessment

Summative assessment is undertaken at the end of a module. It will be in the form of an oral and/or written examination. The assessment leads to decisions and judgments (such as pass/fail, graduate/not graduate) regarding the students' skills and knowledge, i.e. assessment which contributes to the final mark for a module.

2.10. Moderation

Moderation is divided into two:

a) Internal Moderation*:* Moderation occurring at the SJV level. The moderator must ensure that the assessment methods and instruments (design) are appropriate, that the implementation thereof is appropriate and, in the review process, makes the necessary changes.

b) External Moderator: Final year research papers as well as 10% of examination scripts need to be moderated externally. This process will be coordinated by the Academic Dean.

3. SCOPE OF ASSESSMENT

3.1. The Assessment Policy refers to all forms of assessment, under the umbrella of Formative and Summative Assessments.

4. ASSESSMENT AS TEACHING PRACTICE

4.1. The assessment of student learning can be regarded as a process during which:

4.1.1. The expectations of, and standards for performance, are clarified and made available;

4.1.2. Evidence is gathered on how good performance compares to these expectations and standards;

4.1.3. The evidence is analysed and interpreted; and

4.1.4. The information that is gathered in this manner is used to document, explain and/or improve performance.

5. FUNCTIONS OF ASSESSMENT

5.1. Assessment for **formative** purposes, that is, assessment for learning purposes, primarily serves the learning process by offering students an opportunity to develop the desired knowledge, skills and attitudes with the aid of timely feedback to fill the gaps.

5.2. Assessment for **summative** purposes, that is, assessment for learning and promotion purposes, serves to clarify decisions and findings on the progress of students, e.g. for promotion or certification, during which value judgments are made on students' performance.

5.3. Assessment can form part of the information that is used for feedback purposes i.e. assessment for quality promotion to evaluate the quality and impact of a learning and teaching programme.

5.4. It is important to ensure that both the assessors,, and the students who are assessed, thoroughly grasp the different purposes of assessment.

6. FORMATIVE ASSESSMENT

6.1 Formative Assessments are a useful way of gauging progress, and shall be asked of the students within the time-frame spelt out in this policy.

6.2 Lecturers shall submit all their Formative Assessments dates to the office of the Academic Dean and to students no later than the ***first day of their respective lectures***.

6.3 For fair spacing of assessments, and to protect students from excessive workload, the office of the Academic Dean reserves the right to modify, reduce or change the Formative Assessments dates.

6.4 All Formative Assessments done during the semester should add to the final semester mark of the student.

6.5 Amongst other things, all modules should involve set reading as part of preparation for lectures. In this way, lecturers are asked to make sure that students read and reflect so that the fruits of their reading are shared and discussed insightfully in class.

6.6 Short class tests (or similar forms of assessment) on specific sections covered in class are a useful way of checking or evaluating prescribed reading. For that reason, lecturers are strongly urged to use them to gauge the progress of students.

6.7 Equally important are written research works which are helpful tools in the development of the students' research and writing skills

6.8 Apart from formal research works, it is recommended that some other forms of writing should accompany prescribed and recommended reading, either as a teaching tool or in preparation for lectures or class discussions. If marks are allocated for such, they are to be included as under the Formative Assessment mark. Oral presentations, based on the recommended reading, can be presented in class in the form of shared teaching or debates.

The above guidelines make provision for on-going Formative Assessment and on-going Informal Formative Assessments.

7. ASSIGNMENTS, TESTS AND OTHER ASSESSMENT PROJECTS

7.1. Each lecturer may, during the semester, and for the purpose of Formative Assessments, prescribe reading, conduct class tests, set projects and/or ask for written research works from students, within the stipulated time-frame (March/April and August/September), bearing in mind the students' overall programme.

7.2. Each lecturer must *propose* and duly submit the Formative Assessment dates of their respective modules to the office of the Academic Dean no later than ***the first day of their lecture***. The same office will, having collated all dates, draw up, publicise and disseminate the Formative Assessments timetable to all the relevant people, within the first fortnight of the semester.

7.3. Given the high number of modules offered at SJV per semester, for the purpose of ensuring fair spacing of assessments and for the protection of students from excessive workload, the Academic Dean reserves the right, in consultation with the affected lecturers, to change, modify or cancel certain proposed Formative Assessment dates.

7.4. Continuous Assessments

7.4.1. Where a module has Summative Assessments, the aggregate percentage of continuous assessments shall constitute the Formative Assessment mark, which will be added to the Summative Assessment mark to constitute the Final Mark.

7.4.2. Where a module has no Summative Assessment, the aggregate percentage of all the continuous assessments shall constitute the Final Mark.

8. SUMMATIVE ASSESSMENT AND THE FINAL MARK

8.1. With the exception of Homiletics and Final Comprehensive Examination (FCE) which specifically train students for public speeches and delivery, all Summative Assessments shall, for the purpose of keeping records, be conducted in writing, at the end of each semester.

8.2. The Predicate Mark shall be the combination of all the Formative Assessments (class tests, assignments, projects etc.) done during the course of the semester, which must conjointly contribute 40% towards the Final Mark.

8.3. The Examination Mark of the module shall be the total marks obtained by the student during the Examination or, if more than one assessment is done, the sum-total of all Summative Assessments per module, marked out of 60%, and contributing the same percentage towards the Final Mark.

8.4. The Final Mark shall be a combination of the Predicate Mark (40%) and the Examination Mark (60%).

9. CRITERIA FOR EFFECTIVE ASSESSMENT

9.1. As assessment exercises one of the most powerful and direct influences on the nature and extent of student learning, the design of assessment *to promote student learning* is essential.

9.2. Effective assessment is based on healthy programme design, development and implementation.

9.3. The purpose of the set of principles or criteria for effective assessment given below is, for the sake of individual assessment opportunities and the processes at module and programme level, to provide the lecturers involved in assessment with criteria according to which they can measure their own assessment practices.

9.4. All assessment opportunities and processes should meet the criteria set out below. The lecturers should be able to justify themselves with regard to all levels of assessment e.g. at module or programme level as well as with regard to all assessment instruments that are at their disposal; e.g. multiple choice tests and case studies in terms of these criteria. However, these criteria should not be considered or applied in isolation, but rather, as far as possible, be balanced against each other.

9.4.1. Academic Integrity

The necessary procedures and policies are in existence to avoid, detect, and deal with dishonesty. This implies that all those involved are fully informed of the assessment regulations in this regard.

9.4.2. Validity

The assessment measures what is supposed to measure and the deductions and actions that are based on the results of the assessment are appropriate and accurate:

i. The assessment practices and methods that are used are **in line with the stated outcomes** of the module and programme (content-based validity) and the assessment methods that are used are **appropriate for the type of outcomes** that are assessed (suitability). For example, the ability to work in a group cannot be tested effectively by means of a written examination.
ii. The validity of the assessment results increases to the extent to which the assessment component of a programme is planned and developed in such a manner that students are given the opportunity to demonstrate how they achieved the stated outcomes, both specific and generic.
iii. It is ensured that what is assessed will reflect the content of the stated outcomes sufficiently.
iv. The assessment methods, for example tests, assignments, tasks, orals, etc. are selected on the basis of the nature of the learning outcomes that are being assessed.
v. The relative number of opportunities for the different types of assessment places suitable emphasis on the different learning outcomes.
vi. Where applicable, different assessment methods are used.

9.4.3. Reliability

i. The results of the assessment tasks or opportunities are repeatable in different contexts. The instruments should be designed so that different assessors would obtain the same assessment results under the same circumstances.
ii. The results of individual assessment opportunities as well as the results of assessment processes (modules and programmes) are repeatable, in other words, they consistently distinguish between good and poor performance.
iii. The reliability of assessment is increased to the extent that:

a. The assessment methods are selected according to its acknowledged reliability for the assessment of the stated outcomes.
b. During the implementation of the assessment methods, attention is paid to factors that could influence their reliability.
c. The number and variety of assessment methods are consciously selected to improve its reliability.
d. The marking of assessment items by one or more examiners involved in a module within the Departments is uniform.

9.4.4. **Transparency**

Assessment information, for example the reasons for the assessment, when it will take place, the methods that will be used, the requirements that will be measured, the manner in which the Final Mark will be calculated, and that the appeal mechanisms have been made known to the students will be as follows:

i. The students receive clear information about the assessment requirements against which their performance will be measured during the different assessment opportunities or assessment methods.
ii. The module framework clearly sets out the method for allocating weightings to different assessment opportunities and calculating the Final Mark.

9.4.5. **Fairness**

i. Assessment systems are equitable in that all students are treated fairly, without prejudice and with the necessary assistance to overcome inability or handicaps.
ii. Assessment assignments are of such a nature that they can be suitably understood and interpreted by students from different backgrounds. For example, the needs of students with disabilities are taken into consideration and suitably addressed during the assessment process.
iii. Fairness refers to the following principles:

a. The compilation of marks for a module is a considered and justifiable process.
b. The reliability and validity of the judgments that are made on student performance can be ensured and measured.
c. A variety of assessment methods are used.
d. The criteria in terms of which the task is to be assessed are announced to the students in advance.
e. The assessment does not make unreasonable demands on the students.
f. Purposeful attempts are made to safeguard the assessment against any intended or unintended forms of unfair discrimination.
b) Marks for assessment tasks, as well as the Final Mark, are determined on the basis of previously determined requirements and standards, not with reference to the performance of other students.

9.4.6. **Sufficiency**

The student has submitted sufficient evidence to allow the assessor to make a judgment decision regarding the student's competence.

9.4.7. **Timely Feedback**

i. Lecturers provide timely feedback on Formative and Summative Assessment tasks. This feedback enables the students to identify the sections that have been completed satisfactorily, and to clearly know which sections require further study.
ii. Student learning and development are promoted, supported and encouraged by assessment practices.
iii. Supporting students to monitor their own learning and to reflect on learning experiences, is to support and promote student learning.
iv. Timely feedback on formative and summative assessment tasks is critical for student learning and should be executed in the following ways:

a) Assessment opportunities are distributed throughout the semester to promote the quality of learning, which is encouraged and supported by assessment and feedback.
b) Timely feedback on Formative and/or Summative Assessment is made available where appropriate.
c) Student performance during assessment is dealt with as a form of feedback on teaching.
d) Students are informed about the ways in which feedback on assessment can be used for further development.
e) Lecturing staff continuously consider the results of individual assessment opportunities and general strategies critically so that misunderstandings about teaching can be addressed appropriately.

10. PROMOTION AND FAILURE:

10.1. A student who attains the Final Mark of 50% or more in a module will have successfully passed that module.
10.2. A student who attains the Final Mark of 49% will have his/her mark adjusted to 50%.
10.3. A student who attains the Final Mark of 40-48% will have an option for a Supplementary Examination.
10.4. Any Final Mark of less than 40% constitutes a failure with no possibility for a Supplementary.
10.5. A student who fail a semester or a year twice, shall be deregistered. No students shall be allowed to repeat the same semester or the same year twice.

11. MODULE EVALUATION:

11.1. At the end of each semester, for quality assurance in learning and teaching, for curriculum development, and for the lecturers' self-evaluation and growth, there shall be written evaluation of all modules by students.
11.2. All written evaluations per module shall be collated and duly sent to the respective lecturers.
11.3. Individual evaluation papers of students shall be stored securely for at-least five years, during which individual lecturers, by the permission of the Academic Dean, shall have a right to access them if needs arise. However, all Evaluation Papers shall remain the property of SJV and shall neither be photocopied nor given to anyone, including the evaluated lecturer.
11.4. Under no circumstance shall Evaluation Papers be used to victimise, analyse or assess students.

11.5. The analysis and collation of the Evaluation Papers are the responsibility particular to the office of the Academic Dean alone, and shall be done under strict confidentiality. However, when the content of the Evaluation Papers calls for an official discussion and decision on the particular module or lecturer, the Academic Dean shall reserve the right to bring the matter to the attention of the Academic Committee or the relevant higher authority of SJV.

11.6. Individual lecturers are urged to evaluate their respective modules. The precise form that this evaluation shall be determined by the Academic Committee.

11.7. Individual lecturers are free to bring to the attention of the the relevant HOD or, in his absence, Academic Dean, any challenge, problem or idea they have in relation to their respective modules.

12. COURSE SUMMARIES AND MARKS:

12.1. Each lecturer must, at the end of each semester, submit to the office of the relevant Head of Department, who will in turn hand it over to the office Academic Dean, a written account of the work covered in class, including an indication of class projects and tests given during the semester and the type and length of the examination.

12.2. These summaries will be filed as a permanent record of the material worked through with the students.

13. PLAGIARISM

13.1. For quality assurance in module outcome, honesty and integrity, SJV is committed to preventing, detecting and successfully dealing with any form of plagiarism.

13.2. The objective of this guideline is to deal with detected plagiarism in a fair, transparent and consistent manner.

13.1. Students

13.1.2 Students should take careful note that plagiarism is a very serious offence and form of cheating.

13.1.3 To avoid the accusation of plagiarism, sources in written work must always be clearly identified and acknowledged.

13.1.4 All Research Works of students should include the "**Declaration of Professional Conduct in Research Works**" (*See No. 13.3.2 below*).

13.1.5 All Researched Works of students should be submitted to secretaries of Department or Administrative Assistant of the Academic Dean for checking plagiarism.

13.1.6 To prevent any possibility of plagiarism, no Research Work should be submitted to respective lecturers without being accompanied by an outcome of plagiarism check.

13.2. Responsibilities of Lecturers

13.2.1. Lecturers have the right and responsibility to judge and penalise cases of plagiarism in accordance with the guidelines set out in this document.

13.2.2. An allegation of plagiarism is not the same as substantive proof of the incident.

13.2.3. A student suspected of plagiarism must be informed of the charge by the lecturer marking the script, and be given a chance to respond to the allegation in person.

13.2.4. If the student admits to plagiarism, the lecturer must suggest a penalty in line with the Plagiarism Penalty Scale (*Refer to 13.3.1 below*), and a note of the incident must be placed on the student's record.

13.2.5. Should a student not admit to the accusation of plagiarism, or dispute the degree of seriousness, then he/she has the right to appeal to the relevant Head of Department.

13.2.6. The penalty scale applies to all works submitted for assessment.

13.2.7. An important criterion for judging the seriousness of the violation is the*"quantity"* of plagiarised material. However, the general principle is that the penalty should be appropriate to the seriousness of the incident.

13.2.8. The quantity of the violation is determined by the lecturer, using the Plagiarism Penalty Scale.

13.2.9. When investigating an incident, the following are deemed important:

i. The significance of the plagiarised content on the assessment of the submitted work;
ii. The extent or amount of plagiarism in the submitted work;
iii. The year and level of the student;
iv. Whether the student has any previous incidents of plagiarism; and
v. Any apparent intention by the student to deceive.

13.2.10. Should a student have a record of any previous proven instance(s) of plagiarism, a process will ensue in terms of which the Disciplinary Committee will make its recommendations known to the relevant Head of Department, for a final decision and/or disciplinary process.

13.3.

13.3.1. **Plagiarism Penalty Scale**

DEGREE OF SERIOUSNESS	FIRST INCIDENT	SECOND INCIDENT
MINOR (*Less than 10% of the text 'plagiarised'*)	Cancellation of mark Opportunity to re-submit	Cancellation of mark NO opportunity to re-submit
MODERATE (*More than 10%, but less than 20% of text 'plagiarised'*)	Cancellation of mark Opportunity to re-submit Warning	Cancellation of mark NO opportunity to re-submit
SERIOUS (*More than 20% of text 'plagiarised'*)	Cancellation of mark NO Opportunity to re-submit Written Warning	Cancellation of mark NO opportunity to re-submit Disciplinary Procedure

13.3.2. **Declaration of Professional Conduct in Research Works**

- I hereby solemnly declare that this is my own work.
- I know and fully understand that plagiarism is an unethical behaviour and an academic crime. Plagiarism is copying and presenting another's work as my own, without due acknowledgement.
- For Bibliography, References and In-text Referencing, I have faithfully followed the Harvard method reflected in the SJV Prospectus.
- All ideas and opinions taken from other people have been fully acknowledged, cited and referenced
- I have not allowed, and will not allow, anyone to copy my work with the intention of passing it off as their own work.

Signed:_____ Date:_____

14. CHEATING AND DISHONESTY DURING FORMATIVE ASSESSMENTS

14.1. The Scope, Responsibility and Procedure

14.1.1. This section focusses only on tests done during the course of the semester. It excludes exams or Summative Assessments done at the end of the semester. For the latter, consult the SJV Examination Policy.
14.1.2. Cheating or any other form of dishonesty in any class test is a grave offence.
14.1.3. Lecturers (or invigilators) have a moral duty to do all in their power to prevent any possibility of cheating during class tests.
14.1.4. All lecturers (or invigilators) are responsible for reporting all forms of cheating or dishonesty during class tests.
14.1.5. If any student is caught cheating or even attempting to be dishonest on any test, the student will be immediately disqualified from that test, and the incident will be referred to the Head of Department.
14.1.6. The student(s) concerned, as well as the lecturer or Invigilator, are obligated to write an incident report independently, which must be submitted to the Head of Department within 24 hours.

14.2. Penalty for Cheating during Class Tests

14.2.1. A student who is found guilty of cheating during a class test shall:

i. Be deregistered from the module concerned.
ii. Forfeit all the previous marks obtained in all the previous assessments made in the module concerned.
iii. Be excluded from all the remaining assessments in the same module, including the Summative Assessment.
iv. Repeat the module concerned after re-application.

14.2.1. The Head of Department shall impose the penalty after considering the evidence provided and/or the written incident reports of both the lecturer (or invigilator) and the student.
14.2.2. Where necessary, the Head of Department may call for witnesses.
14.2.3. The decision of the Head of Department must not be arbitrary, but based on verifiable facts and/or reliable witnesses.
14.2.4. In the absence of any evidence or reliable witness, the Head of Department, has a right to dismiss the accusation.
14.2.5. Should the student repeat the same offence, whether in the same module or any other module, whether in the same year or subsequent years of study, the case shall be referred to the Academic Dean and the Disciplinary Procedure contemplated in the SJV Examination Policy shall be applied.

14.3. Appeal

14.3.1. The student has a right to appeal the penalty imposed against him/her.
14.3.2. For the first offence, the student shall submit a written appeal to the Academic Dean within 48 hours of receiving the penalty.
14.3.3. For the second offence, a written appeal shall be submitted to the President of SJV, following the procedure spelled out in the SJV Examination Policy.
14.3.4. There shall be no further appeal beyond the Academic Dean (in the first offence) or the President (in the second offence).

15. RESPONSIBILITIES WITH REGARD TO THE IMPLEMENTATION OF THE ASSESSMENT POLICY

15.1. Responsibility of SJV

15.1.1. All members of the SJV community must ensure the implementation of this policy in their various capacities.
15.1.2. It is the responsibility of all relevant stockholders to ensure the development of the culture of quality assurance in the entire SJV structure.

15.2. Responsibilities of the Academic Committee

The Academic Committee:

15.2.1. Brings to attention the problematic trends in relation to the assessment of the relevant persons or environments.
15.2.2. Orientates students via their departmental structures with regard to assessment and their responsibilities in this regard.
15.2.3. Ensures that the Assessment Policy and their commitment to it are conveyed to the students, lecturers and all relevant stakeholders.
15.2.4. Monitors the interpretation of the policy through the existing annual Departmental reports, with a focus on sharing best practices in assessment in different Departments.
15.2.5. Ensures that possible unforeseen problems relating to implementing the Assessment Policy are discussed.
15.2.6. Advises Departments on the implementation of the Assessment Policy.
15.2.7. Ensures that this Assessment Policy is reviewed.

15.3. Responsibilities of the Academic Dean

The Academic Dean should:

15.3.1. Ensure the development of a monitoring system for the assessment practices of all Departments to ensure that they comply with SJV Policy.
15.3.2. Identify procedures, mechanisms and a remedial system to deal with deviations.
15.3.3. Monitor the perceptions of students on the quality of their assessment by means of module and lecturer feedback.
15.3.4. Develop a remedial system for instances in which the assessment practices do not appear to be sound.
15.3.5. Ensure both at their appointment, but also continuously, that lecturers who are involved in the assessment of student learning have sufficient, appropriate training and/or experience.
15.3.6. Provide support to lecturers with regard to the development and implementation of appropriate assessment practices.
15.3.7. Provide training for lecturers, for example by means of workshops and a short course in assessment.
15.3.8. Consult with individual lecturers, Programme Coordinator(s), Heads of Departments, and all other relevant stakeholders on the evaluation and adaptation of assessment practices; and undertakes needs-oriented research on relevant aspects of assessment.

15.4. Responsibilities of the Departments

Departments ensure that their assessment strategies with regard to the planning, execution and monitoring of their assessment practices are in line with SJV Assessment Policy:

15.4.1. Assessment is given specific attention in each department's strategy, in the Teaching and Learning Guide.
15.4.2. Establish and maintain Quality Assurance processes for their programmes in which specific attention is paid to assessment practices.
15.4.3. Develop and implement procedures for the promotion of best practices in assessment, for example by providing examples of good assessment practices.
15.4.4. Are in possession of procedures and mechanisms to identify and deal with problems relating to the implementation of SJV Assessment Policy.

15.5. Responsibilities of the Quality Assurance Department

15.5.1. Advise programme coordinators and Departments during the planning of academic programmes on ways in which to improve the quality of their assessment processes.
15.5.2. Supports Departments during the formulation and/or adaptation of processes that are related to the assurance of the quality of assessment.
15.5.3. Ensures that SJV Policy, processes and strategies, with regard to assessment, comply with National Policy requirements.

15.6. Responsibilities of the Assessor/Examiner (the Lecturer)

The Assessor/Examiner has the responsibilities to:

15.6.1. Successfully apply the criteria for effective assessment in the practice.
15.6.2. Effectively apply assessment for different purposes.
15.6.3. In cooperation with the Head of Departments, take responsibility for his/her own further development.
15.6.4. Attend training in assessment skills and practices.

15.7. Responsibilities of the student

The student has the following responsibilities:

15.7.1. Ensures that he/she is fully informed of the rules and regulations with regard to assessment, as contained in the SJV General Prospectus.
15.7.2. Ensures that he/she is fully informed of the rules and regulations with regard to the assessment in a specific module as contained in the module outline.
15.7.3. Commits himself/herself to making an honest and dutiful attempt during assessment tasks.
15.7.4. Ensures that he/she is familiar with the content and stipulations of this Assessment Policy.

15.8. Responsibilities of the Programme Coordinator

The Programme Coordinator should monitor the following matters and takes action to follow up matters that deserve attention to ensure that:

15.8.1. The outcomes of the programme are achieved.
15.8.2. Appropriate assessment criteria and assessment methods are used.
15.8.3. Integrated assessment takes place.
15.8.4. Student feedback on modules is taken up and followed up.
15.8.5. Student feedback on the programme as a whole is communicated.

16. ASSESSMENT WEIGHTING CRITERIA FOR ALL MODULES

The following Assessment Weighing Criteria must be adhered to for all degree modules:

Degree	Formative Assessment	Summative Assessment	Total
Theology & Philosophy	40%	60%	100%

17. MARKING SYSTEM

17.1. SJV follows a system of marking comparable to that of many South African tertiary educational institutions. Lecturers are expected to adopt this system in assigning marks.

17.2. The following marking system, thus in line with South African institutional marking systems, is used for semester Academic Reports and Degree Certificates:

17.2.1. SJV Academic Marking System for Academic Reports

75% +	First Class Pass (*Distinction*)
70 – 74%	Upper Second-Class Pass
60 – 69%	Second Class Pass
50 – 59%	Third Class Pass
40 – 48%	Fail (*With option to Supplement*)
00 – 39%	Fail (*With no option to Supplement*)

17.2.2. SJV Degrees Grading System

Distinction	Awarded when a student obtains an overall average mark *between 75% and 79%*.
Distinction Cum Laude	Awarded when a student obtains an overall average mark ***between 80% and 89%***.
Distinction Magna Cum Laude	Awarded when a student obtains an overall average mark ***between 90% and 94%***.
Distinction Summa Cum Laude	Awarded when a student obtains an overall average mark of ***95% and above***.

a) The relevant grading awarded shall be indicated on the degree certificate of the student.
b) On the ordinary Academic Reports, in the individual grading columns next to each module, the percentage obtained, as well as the corresponding English grading (e.g. “First Class Pass”), shall be indicated.
c) The grading in Latin language (e.g. “Magna Cum Laude”) are reserved for exit level purposes only and shall only be included in the Degree certificate.

18. POLICY MAINTENANCE

18.1. General

18.1.1. SJV accepts and confirms that the Academic Committee, Heads of Departments, Assessment and Quality Assurance Departments, and all relevant stakeholders strive for high-quality teaching activities.

18.1.2. SJV emphasises the necessity for a *clear*, *comprehensive* and *transparent* analysis of, and reporting on, assessment practices within Departments.

18.1.3. Evaluating assessment practices and strategies forms part of the continuous SJV processes for evaluating Programmes and Departments.

19. POLICY REVIEW

This policy will be reviewed annually, and the procedures and recommendations stated herein will be reviewed, documented, and implemented.

20. N NON-CONFORMANCE

20.1. The following actions will be regarded as non-conformance:

20.1.1. Disregarding this policy
20.1.2. Failure to implement this policy

21. COMMITMENT AND ACTION:

21.1. The Academic Committee will do its best to assist and advise SJV to achieve the expected standards

21.2. Continual non-compliance with this policy will result in action against responsible parties according to the Seminary's Disciplinary Code of Conduct and Procedures.

III) FORMATIVE ASSESSMENT POLICY - (EP 02/2024)

1. PREAMBLE

1.1. St John Vianney Seminary (SJV) NPC recognises Formative Assessments as an essential, necessary, and integral part of Learning and Teaching.

1.2. The purpose of this policy is to prescribe regulations and mechanisms for implementing, sustaining, and adhering to necessary procedures and principles in terms of which security, fairness, and reliability, as far as Formative Assessments and related matters are concerned, may be ensured.

1.3. The prescription of procedures will also ensure timeous detection and appropriate response to possible disruptions, irregularities, and any form of emergencies.

1.4. It further seeks to ensure that:

1.4.1. Students are given a fair opportunity to demonstrate their capacity, competence and achievement in the material they studied.

1.4.2. Students undertake Formative Assessments with the full knowledge of what is expected of them in terms of preparation, procedures, ethical values, and behaviour.

1.4.3. Lecturers, Invigilators and other Academic Staff fully understand their respective obligations and responsibilities with regards to Formative Assessments.

1.4.4. SJV meets the national and international requirements and standards of Formative Assessment quality and security and is properly equipped to undertake the administration of Formative Assessments in a manner that is fair, reliable and trustworthy.

1.5. All the rules which are recorded in this policy are based on the proposals of the Academic Committee of SJV, their adoption as resolutions by the SJV Council, and their subsequent approval by the Southern African Catholic Bishop's Conference (SACBC).
1.6. These rules are subject to ongoing review and revision, and any such alteration or addition shall, following the satisfaction of all procedures, as well as approval and ratification by relevant authorities, become binding immediately after promulgation by the Academic Dean.

2. DEFINITIONS

3.2. **Formative Assessment**

This is the type of assessment that is applied during the course of the semester and whose aggregate percentage is added to that of the Summative Assessment to constitute the Final Mark for the promotion of student learning and provision of feedback for the enhancement of students' performance.

3.3. **Fixed Formative Assessment**

It is a type of assessment that is conducted once in a semester, at a specific pre-planned date.

3.4. **Continuous Assessment**

3.4.1. It is the assessment that has to take place at regular intervals during the presentation of a module.
3.4.2. For the purpose of acquiring the Predicate Mark, all continuous assessments done during the semester must be added and the quotient derived.
3.4.3. The Predicate Mark shall contribute 40% towards the Final Mark

3.5. **Predicate Mark**
It is a cumulative percentage mark of all Formative Assessments done during the semester.

3.6. **Exam Mark**
It is the percentage mark obtained from the exam

3.7. **Final Mark**
It is the sum of the Predicate Mark and the Exam Mark

3.8. **Class-Based Assessment**
An assessment that takes place in a class (or lecture hall) during the stipulated time or period of the module.

4. Purpose of Formative Assessments

4.1. The following is the purpose of Formative Assessments:

4.1.1. To gauge the student's progress.
4.1.2. To provide feedback to students.
4.1.3. To help students gauge their level of comprehension of the module.
4.1.4. To provide feedback to lecturers.

4.1.5. To provide opportunities for lecturers to adjust their teaching methods.
4.1.6. To guide lecturers' decisions in their instructional approaches.
4.1.7. To improve student success.

4.2. For the purpose stated in 3.1, lecturers are responsible for giving students feedback on the Formative Assessment they have completed.

5. General Regulations

5.1. Each lecturer shall conduct Formative Assessments in their respective modules.
5.2. All modules should involve set reading as part of lecture preparation. In this way, lecturers are asked to ensure that students read and reflect so that the fruits of their reading are shared and discussed insightfully in class.
5.3. Short class tests (or similar forms of assessment) on specific sections covered in class are a useful way of checking or evaluating prescribed reading. For that reason, lecturers are strongly urged to use them to gauge the progress of students.
5.4. Written research works are equally important and are helpful tools in developing the students' research and writing skills.
5.5. Apart from formal research works, it is recommended that some other forms of writing should accompany prescribed and recommended reading, either as a teaching tool or in preparation for lectures or class discussions. If marks are allocated for such, they are to be included as under the Formative Assessment mark.
5.6. Oral presentations, based on the recommended reading, can be presented in class in the form of shared teaching or debates.

6. Mode of Formative Assessments

6.1. The Formative Assessment shall **either** be a research work (assignment) **or** any of the following forms of assessments: continuous assessments, class tests, individual and group projects, or presentations.
6.2. With an exception of Homiletics and presentations, for the purpose of records, all class tests shall be written.

7. Feedback, Cycles and Dates

7.1. Assessment Feedback

7.1.1. Students shall receive all their assessment results and feedback no later than 4 weeks before exams.
7.1.2. Marked assignments of students must be accompanied by a written or oral feedback which shows students areas of improvement.

7.2. Assessment Dates

7.2.1. Formative Assessments must be conducted within the following time-frame:

i. First semester assessments shall take place during March and April.
ii. Second semester assessments shall take place during August and September.

7.2.2. There shall be no Formative Assessments 4 weeks before exams.
7.2.3. Each lecturer must *propose* and duly submit the Formative Assessment dates of their respective modules to the office of the Academic Dean no later than ***the first day of their lecture***. The same office will, having collated all dates, draw up, publicise and disseminate the Formative Assessments timetable to all the relevant people, within the first fortnight of the semester.

7.2.4. Given the number of modules offered at SJV per semester, for the purpose of ensuring fair spacing of assessments and for the protection of students from excessive workload, the office of the Academic Dean reserves the right, in consultation with the affected lecturers, to change, modify or cancel certain proposed Formative Assessment dates.

7.2.5. The office of the Academic Dead reserves the right to determine assessment dates for all the lecturers who failed to propose assessment dates on the stipulated time.

7.3. Semester Assessment Cycles

7.3.1. For the purpose of fostering the culture of research, each Department shall determine Semester Assessment Cycles (SAC) for research work (assignment) and class tests for certain modules.

7.3.2. The SAC shall allow affected modules to give either assignment or test on rotational basis.

7.3.3. All modules shall be subject to the SAC, except the following: *Homiletics, Biblical Greek 1 & 1, Biblical Hebrew 1 & 2, and Latin 1 & 2*.

8. Formative Assessment Weight

8.1. All Formative Assessments done during the semester shall contribute towards the Predicate Mark of the student.

8.2. Fixed Formative Assessments

8.2.1. All Fixed Formative Assessments shall be weighed at 40%, and shall constitute the Predicate Mark.

8.2.2. The Predicate Mark shall be the combination of all the Formative Assessments (*class tests, assignments, projects etc*.) done during the course of the semester, which must conjointly contribute 40% towards the Final Mark.

8.3. Ongoing Exams

8.3.1. Ongoing assessments are assessments that are done weekly, bi-weekly or monthly, throughout the semester. They are divided into two: *Ongoing Assessments with Exams* and *Ongoing Assessments without Exam*.

8.3.2. In the case of Ongoing Assessment with Exam, all assessments done throughout the semester shall be combined into a Predicate mark weighed at 40%, and added to the Exam Mark to produce the Final Mark.

8.3.3. In the case of Ongoing Assessments without Exam, the Final Mark shall consist of the sum of all assessments done throughout the semester and weighed at 100%.

9. Duration, Time, Submission and Marking of Formative Assessments

9.1. Class-Based Formative Assessments

9.1.1. All Class-Based Formative Assessments shall be conducted during the period of the assessed module reflected in the timetable.

9.1.2. Each lecturer shall determine the duration of their respective Formative Assessments on the basis of the quality and length of the work to be covered.

9.1.3. The duration of assessments shall be proportionate to the quality and length of the work to be covered.

9.1.4. The maximum length of written class tests shall be no more than 2 hours (or two periods)

9.2. Assignments (or mini-research works)

8.2.1 An assignment is an academic work that requires a student to research and write a professional paper consisting of an introduction, body, and *conclusion*, accompanied by *citations* and *acknowledgement of sources*.
8.2.2 Assignment topics for research are normally determined by the lecturer. However, the lecturer is free to allow students to choose their own topics in consultation with the lecturer.
8.2.3 Assignment topics must be relevant to the module, and must aim at helping students to develop research skills and grown in knowledge and understanding of the subject matter.
8.2.4 The time allocated for assignment must be sufficient for students to make in-depth research and present a professional paper.
8.2.5 The lecturers shall decide whether the assignments be submitted online or as hard copies.
8.2.6 The submission date of assignments shall terminate at 13H00, when the last lecture of the day ends. However, the lecture may, out of his/her own discretion, extend it.

9.3. Marking Criteria: Assignments

9.3.1. In marking assignment, the following mark allocation criteria shall be adhered to:

AREA	MARKS
Introduction	5
Conclusion	5
Grammar	5
Referencing and Bibliography	5
Content	20
TOTAL	40%

10. Plagiarism

10.1. For quality assurance in module outcome, honesty and integrity, SJV is committed to preventing, detecting and successfully dealing with any form of plagiarism.
10.2. The objective of this guideline is to deal with detected plagiarism in a fair, transparent and consistent manner.

10.3. Responsibility of Students

10.3.1. Students should take careful note that plagiarism is a very serious offence and form of cheating.
10.3.2. To avoid the accusation of plagiarism, sources in written work must always be clearly identified and acknowledged.
10.3.3. All Research Works of students should include the "**Declaration of Professional Conduct in Research Works**" (*Appendix B*).
10.3.4. All Researched Works of students should be submitted to secretaries of Department or Administrative Assistant of the Academic Dean for checking plagiarism.

10.3.5. To prevent any possibility of plagiarism, no Research Work should be submitted to respective lecturers without being accompanied by an outcome of plagiarism check.

10.4. Responsibilities of Lecturers

10.4.1. Lecturers have the right and responsibility to judge and penalise cases of plagiarism in accordance with the guidelines set out in this document.
10.4.2. An allegation of plagiarism is not the same as substantive proof of the incident.
10.4.3. A student suspected of plagiarism must be informed of the charge by the lecturer marking the script, and be given a chance to respond to the allegation in person.
10.4.4. If the student admits to plagiarism, the lecturer must suggest a penalty in line with the Plagiarism Penalty Scale (*Appendix A*), and a note of the incident must be placed on the student's record.
10.4.5. Should a student not admit to the accusation of plagiarism, or dispute the degree of seriousness, then he/she has the right to appeal to the relevant Head of Department.
10.4.6. The penalty scale applies to all works submitted for assessment.
10.4.7. An important criterion for judging the seriousness of the violation is the*"quantity"* of plagiarised material. However, the general principle is that the penalty should be appropriate to the seriousness of the incident.
10.4.8. The quantity of the violation is determined by the lecturer, using the Plagiarism Penalty Scale.
10.4.9. When investigating an incident, the following are deemed important:

vi. The significance of the plagiarised content on the assessment of the submitted work;
vii. The extent or amount of plagiarism in the submitted work;
viii. The year and level of the student;
ix. Whether the student has any previous incidents of plagiarism; and
x. Any apparent intention by the student to deceive.

10.4.10. Should a student have a record of any previous proven instance(s) of plagiarism, a process will ensue in terms of which the Disciplinary Committee will make its recommendations known to the relevant Head of Department, for a final decision and/or disciplinary process

10.5. Appendices

9.5.1. Appendix A: **Plagiarism Penalty Scale**

DEGREE OF SERIOUSNESS	FIRST INCIDENT	SECOND INCIDENT
MINOR (*Less than 10% of the text 'plagiarised'*)	Cancellation of mark Opportunity to re-submit	Cancellation of mark NO opportunity to re-submit
MODERATE (*More than 10%, but less than 20% of text 'plagiarised'*)	Cancellation of mark Opportunity to re-submit Warning	Cancellation of mark NO opportunity to re-submit
SERIOUS (*More than 20% of text 'plagiarised'*)	Cancellation of mark NO Opportunity to re-submit Written Warning	Cancellation of mark NO opportunity to re-submit Disciplinary Procedure

9.5.2. Appendix B: Declaration of Professional Conduct in Research Works

- I hereby solemnly declare that this is my own work.
- I know and fully understand that plagiarism is an unethical behaviour and an academic crime. Plagiarism is copying and presenting another's work as my own, without due acknowledgement.
- For Bibliography, References and In-text Referencing, I have faithfully followed the Harvard method reflected in the SJV Prospectus.
- All ideas and opinions taken from other people have been fully acknowledged, cited and referenced
- I have not allowed, and will not allow, anyone to copy my work with the intention of passing it off as their own work.

Signed:_____ Date:_____

10. Test Questions and Scripts

10.6.1 Under no circumstance should students be given test questions ahead of the actual test.

10.6.2 Lecturers are free to suggest important areas of focus to students. However, this must not compromise the integrity or credibility of their assessments. Moreover, it should be done in such a way that the students would still have to study and get the overview of the content of the whole module.

10.6.3 Test scripts must be returned to students, with marks and, where necessary, feedback comments.

11. Cheating and Dishonesty During Class Tests

11.1 Scope and Responsibility

11.1.1 This section focusses only on tests done during the course of the semester. It excludes exams or Summative Assessments done at the end of the semester. For the latter, consult the SJV Examination Policy.

11.1.2 Cheating, or any other form of dishonesty in any class test is a grave offence.

11.1.3 Lecturers (or invigilators) have a moral duty to do all in their power to prevent any possibility of cheating during class tests.

11.1.4 It is the responsibility of all lecturers (or invigilators) to report all forms of cheating or dishonesty during class tests.

11.2 Forbidden Items and Material during Class Tests

11.2.1 Unless by permission of the lecturer or invigilator, when the nature of the assessment calls for it, neither cellular phones (whether on or off, functioning or non-functioning), nor any other communication devices are allowed during class tests.

11.2.2 Equally forbidden are communication and internet-enabled devices like smart watches, as well as smart spectacles or any other electronic device capable of transmitting information.

11.2.3 Students must bring into the test venue only items which are necessary and relevant for the test they are to write.

11.2.4 Without prejudice to the nature of the module and its test, no handbags, clipboards, purses, laptops, calculators, papers, books, files, notes, *personal* bibles, prayer books, magazines etc. are allowed during class tests.

11.2.5 Where a particular module prescribes that students may use bibles for reference purposes, only prescribed bibles from the SJV library shall be used. No personal bibles, or any others bible, shall be allowed into the test venue.

11.3 During Tests

11.3.1 Silence shall be observed during class tests
11.3.2 All students should bring with them the required items. Borrowing from another during test time is strictly prohibited.
11.3.3 It is strictly forbidden to take food or drink into the Exam venue.
11.3.4 Students who have any questions at any point during the test should raise their hands for the attention of the lecturer or invigilator who should attend to them.
11.3.5 All instructions should be read carefully before answering questions.

11.4 Procedure for Dealing with Cheating

11.4.1 If any student is caught cheating, or even attempting to cheat in any class test, the student must be disqualified from that test immediately, and the incident shall be referred to the Head of Department.
11.4.2 The student(s) concerned, as well as the lecturer or Invigilator, are obligated to write an incident report independently, which must be submitted to the Head of Department within 24 hours.
11.4.3 The lecturer (or Invigilator) must submit his/her incident report together with any evidence gathered in support of the accusation.
11.4.4 The Head of Department shall impose the penalty after considering the evidence provided and/or the written incident reports of both the lecturer (or invigilator) and the accused student.
11.4.5 The head of the Department may call for a witness where necessary. In which case, the witness concerned may be requested to write his incident report presenting his side of the story.
11.4.6 The judgement of the Head of Department must not be arbitrary, but based on verifiable facts and/or reliable witnesses.
11.4.7 In the absence of any evidence or reliable witness, the Head of Department, should dismiss the accusation.

11.5 Penalty for Cheating during Class Tests

11.5.1 A student who is found guilty of cheating during a class test shall:

v. Be deregistered from the module concerned.
vi. Forfeit all the previous marks obtained in all the previous assessments made in the module concerned.
vii. Be excluded from all the remaining assessments in the same module, including the Summative Assessment.
viii. Repeat the module concerned after re-application.

11.5.2. Should the student repeat the same offence, whether in the same module or any other module, whether in the same year or subsequent years of study, the case shall be referred to the Academic Dean and the Disciplinary Procedure contemplated in the SJV Examination Policy shall be applied.

11.6 Appeal

11.6.1 The student has a right to appeal the penalty imposed against him/her.
11.6.2 For the first offence, the student shall submit a written appeal to the Academic Dean within 48 hours after the reception of the penalty.
11.6.3 For the second offence, a written appeal shall be submitted to the President of SJV, following the procedure spelled out in the SJV Examination Policy.
11.6.4 There shall be no further appeal beyond the Academic Dean (in the first offence) or the President (in the second offence).

12 Eligibility for Formative Assessments

12.1 A student shall be eligible to participate in the Formative Assessment of a module if:
12.1.1 He/she is a student of SJV
12.1.2 He/she is registered in that module
12.1.3 He/she attends all lectures prescribed for that module (unless by special arrangement with the Head of Department or the Academic Dean they have a special permission to be absent from lectures)

13 Question Papers and Answer Books

13.1.1 All Answer Books shall be provided by SJV, and must be stamped with the official SJV stamp.
13.1.2 All students shall fill the cover-page of the Answer Book with their own handwriting,
13.1.3 Unless otherwise indicated, students shall write on both sides of the Answer Book papers.
13.1.4 Rough work may be done at the back of the Answer Book and must be crossed through at the end of the test.

13.2 Concessions: Extra Time for Tests

13.2.1 Extra time is a privilege extended to a student who, because of a grave reason, is unable to complete the test within the prescribed time.
13.2.2 The lecturer or invigilator shall be responsible for granting extra time to the affected student.
13.2.3 The lecturer or invigilator should not deny extra time to a student who, because of a grave reason, is incapacitated from finishing the test within the prescribed time.
13.2.4 In the case of disagreement, the case should be referred to the relevant Head of Department or, in his absence, the Academic Dean.
13.2.5 Faking, lying or any form of deception for the purpose of gaining unfair advantage during class test is a grave offence and shall be treated as cheating, subject to the penalty contemplated in 14.4.
13.2.6 Without prejudice to no. 7.2.1, any student who arrives late for the test, without a valid reason, shall not be given extra time.

14 Differently-Abled Students

14.1 SJV is committed to ensuring fair treatment for all its students, including those who are differently abled (disabled).
14.2 The lecturer or invigilator shall make reasonable arrangements for students with special needs resulting from disabilities, including things such as venues, time for completion of test and mode of the test (taped, oral, Braille, use of laptops, etc.) at the expense of the student.
14.3 Moreover, the lecturer or invigilator may, at the request of the student who suffers from a physical disability or handicap that may, in the opinion of the lecturer or invigilator, be disadvantageous to him/her when writing tests, do the following:

14.3.1 Grant additional time to the student.
14.3.2 Give approval for an aid to be used in the case of physical disability while the test is being written, provided that such an aid does not provide added advantage to the affected student.

15 Special Tests

15.1 Only for medical reasons or other grave reasons and circumstances (such as the death of a biological family member), with the approval and judgement of the Head of Department or, in his absence, the Academic Dean, can a special exam be offered to a student.
15.2 For that purpose, an official application shall be submitted to the Head of Department or, in his absence, the Academic Dean, via an e-mail or as a hard copy.
15.3 If, for some grave reason, a student is incapacitated from submitting the said application, they must do so immediately after the incapacitating factor longer exist.

16 Failing a Formative Assessment

16.1 A pass mark for the Formative Assessment is 50% of the cumulative 40% weight, that is, 20% aggregate percentage of all assessments done.
16.2 Subject to his/her discretion, a lecturer may give additional assessments to students who failed, in order to accord them a second chance. However, such a chance is a privilege not a right, thus no student can rightfully demand it.

17. Complaints and Objections

Any member of staff or student at SJV may, without fear of prejudice, submit any complaint, objection, questions or evidence with respect to the application and implementation of this policy to the office of the Academic Dean or, in his absence, the President of SJV.

18. Compliance with this Policy

All Students, Examiners and Invigilators are expected to comply with the all the regulations contemplated in this policy.

18.1. Non-Conformance

Disregarding or not implementing this policy shall be regarded as non-conformance, which calls for disciplinary action.

18.2. Action

SJV will do its best to assist and advise students to achieve the expected standards. However, continual non-compliance with this policy will result in action taken as outlined in the SJV Disciplinary Code of Conduct and Procedures.

19. Policy Review

A review of this policy will be done once a year and the procedures stated herein and recommendations will be reviewed, documented and implemented.

IV) CERTIFICATION POLICY - (CP 01/2019)

1. PREAMBLE

1.1. St John Vianney Seminary (SJV) NPC Certification Policy provides guidelines for the issuing of certificates for all qualifications offered at the same Seminary.

1.2. The policy ensures that effective mechanisms are in place to quality assure the processing and issuing of certificates to minimise fraud, and to maintain the integrity of the processes leading to certification of qualifications offered by SJV.

1.3. The design and distribution of SJV certificates is the responsibility of the Academic Department of SJV.

2. RESPONSIBILITY FOR CERTIFICATION

The Academic Committee is responsible for budgeting and ordering blank certificates. The Institution is required to send requests for certificate printing at least four (4) weeks in advance.

3. SECURITY MEASURES AND STOCK CONTROL

The Registrar is responsible for the stock control of certificates. To maintain the confidentiality of the certificates, a confidentiality agreement is signed with the printing company.

3.1. Security features that are built-in are the following:

3.1.1. Each registered student at SJV is allocated a unique student number.

3.1.2. The student record is updated after each examination.

3.1.3. The final year students' record is done after the final results of each examination according to the curriculum presented in the SJV Prospectus. Thereafter each finalist is marked as such with a special code on the Institution's database.

3.1.4. The student is linked to a graduation ceremony through the final-year database. Senior administrative staff members of the relevant Department complete the final adjustments to the student's academic record.

3.2. Security measures

3.2.1. The Registrar is responsible for the safekeeping of all blank certificates, as well as the embossing apparatus used during the manufacturing process. In addition to computer records of each student and regular backups of the student computer records, a Graduation Register is kept and all graduation ceremony programmes are stored as hard copies, as well as in an electronic format.

3.3. Security measures during Graduation Ceremonies

3.3.1. The Registrar prints all certificates prior to the Graduation Ceremonies after the Departmental Administration staff members have verified them according to the Graduation Ceremony programme.

3.3.2. Only one person embosses the certificates with SJV seal under the supervision of the Coordinator.

3.3.3. Certificates issued by the President are kept by the Registrar until they are awarded during the ceremonies.

3.3.4. Certificates are safely kept by the Departmental staff member up to the start of the Graduation Ceremonies.

3.4. Security Measures with the Awarding of Declarations and Translations of Degree Certificates

3.4.1. Certificates will be re-issued only in instances where typographical errors have occurred.

3.4.2. A certificate already issued may not be issued in its original format again.

3.4.3. Where a certificate has been lost or destroyed, a student may apply for a statement/academic transcript in lieu of the original certificate.

3.4.4. In the event of a student applying for a lost or destroyed certificate, the word 'Duplicate' is printed on the certificate.

3.4.5. The cost of re-issuing a certificate is determined annually.

3.5. Security Measures with the Mailing of Certificates

3.5.1. Finalists are duly informed of the upcoming Graduation Ceremony by letter and email, and they are required to indicate whether they will attend. If the finalist will not be able to attend, he/she needs to indicate whether their respective certificates will be fetched in person or SJV will be required to mail them. In cases where SJV has to mail the certificate, the student has to complete

the relevant form and provide his/her current postal/residential address. The Departments compile a list of names, student numbers and addresses.

3.5.2. If a certificate is not awarded during the Graduation Ceremony, the student may fetch it in person from the Registrar.

3.5.3. All certificates are mailed through registered mail or courier. The Departmental secretaries are responsible for preparing certificates for mailing.

3.5.4. The Driver/Messenger who takes the list of certificates from the Departmental secretaries, signs for them.

3.5.5. For enquiry purposes, the Departmental secretaries keep duplicates of all proof of registered mail items.

3.5.6. All unclaimed certificates must be safely stored in the strong room.

4. CERTIFICATE CONTENT AND REQUIREMENTS

4.1. SJV certificates are printed at the designated company, under the seal of confidentiality, in accordance with the procedures associated with this policy.

4.2. SJV certificates include the following information on the face:

4.2.1. The Name: ***St John Vianney Seminary NPC***

4.2.2. The SJV Logo

4.2.3. Full Name of the Graduate (*First, the surname in capital letters, then the full names*)

4.2.4. Name of Qualification (e.g. ***Bachelor of Philosophy***)

4.2.5. Type of Pass (e.g***. First Class Pass***)

4.2.6. Date of Conferment

4.2.7. Designated Signatories: ***Registrar, Academic Dean*** and ***President*** of SJV

4.2.8. Name of the City***: Pretoria***

4.2.9. Certificate Number

5. SIGNING OF CERTIFICATES

5.1. The Academic Dean, Registrar and President will sign the certificate/s.

5.2. All certificates shall be signed manually.

6. COMPLAINTS AND OBJECTIONS

Any member of staff or student at St John Vianney Seminary may, without fear of prejudice, submit any complaint, objection, questions or evidence, with respect to the application and implementation of this policy, to the Academic Committee.

V) DISABILITY POLICY - (DP 01/2019)

1. PREAMBLE

1.1. St John Vianney Seminary NPC (***hereinafter referred to as "SJV"***) fully endorses the United Nations Convention of the rights of persons with disabilities, signed into South African law in June 2007.

1.2. Consequently, SJV recognises, and is committed, to providing academic and other necessary support and guidance for adjustment to SJV life for students with disabilities. Support would include identifying the particular needs of students with disabilities and assisting them with the necessary requirements. Students will, among others, be assisted by the administration with the application for extra time for tests, exams and academic learning material.

2. DEFINITIONS

2.1. **Disability**, according to the UN Convention of the Rights of Persons with Disabilities (2007), results when persons with impairments interact with barriers of attitude and environment. Persons with disabilities are recognised as those persons who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may obstruct their full and effective involvement in the community on an equal basis with others.

2.2. **Discrimination on the basis of Disability** means imposing any distinction, exclusion or restriction of persons on the basis of disability, which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human

rights and fundamental freedoms in the political, economic, social, cultural, civil, or any other field. It comprises all forms of unfair discrimination, directly or indirectly, including denial of reasonable accommodation.

2.3. **Universal Design** refers to the design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialised design.

2.4. **Staff Member** means an employee of SJV, and includes an applicant/candidate for employment at the SJV.

2.5. **Student** refers to a registered student of SJV and includes an applicant /candidate for study at SJV.

2.6. A **Visitor** is any member of the public who is present on SJV property and who is neither a staff member nor a student. This includes persons who have contractual relationships with the SJV, as well as persons who are legitimately commercially active or employed within the SJV environment.

3. PURPOSE

The purpose of this policy is:

3.1. To highlight the role of SJV in regard to disability.

3.2. To specify the rights of staff, students and visitors.

3.3. To identify and define concepts in relation to disability.

4. REASONABLE ACCOMMODATION

4.1. SJV recognises the right of staff and students with disabilities to have access to accommodation that is reasonable, and that will facilitate their full and equal participation in the activities and facilities of SJV.

4.2. SJV will seek medical confirmation of any impairment where a request for the provision of accommodation requires this. In such cases, supporting documentation will be provided to the President of SJV from a registered medical doctor in the case of physical and sensory impairments and from a clinical or educational psychologist or psychiatrist in the case of cognitive and psychological impairments. In the case of scarce facilities and resources, the President of SJV will have the right to request a second opinion regarding the need for accommodation.

4.3. Where accommodation provision is made with regard to temporary disabilities, this will be done for the calendar year and will be reviewed annually by the President of SJV. The President will require current documentation in order to assess the continued necessity of this provision.

5. DISCLOSURE OF DISABILITY, RECORD KEEPING AND DATA MANAGEMENT

5.1. SJV is committed to creating a beneficial institutional climate for the safe, protective disclosure of any disability.

5.2. Disclosure of disability is necessary where a student, staff member or visitor requests support and/or provision for accommodation. Disclosure will be made to the President of SJV.

5.3. Persons who are tasked with facilitating or providing specific accommodations to an individual with an impairment will receive information about the impairment to the extent that this information is necessary to facilitate the accommodation.

5.4. Disclosed information will be treated as confidential and private. It will be used to monitor progress in employment and student equity in order to comply with the reporting requirements of the Employment Equity Act, for strategic planning and to maximise levels of service provision.

6. ACCESS TO THE BUILT ENVIRONMENT

6.1. SJV faces particular challenges in providing access to the built environment for people with disabilities. These include free movement in the new buildings due to the structure and design of the building on three levels.

6.2. SJV will identify, and where possible, address barriers to facilities and services at the SJV.

6.3. Improved access to students and staff with disabilities will be formally included as a performance goal of the relevant members of the SJV.

6.4. SJV supports and sanctions the principle of Universal Design as a feature of all new infrastructure development, and will formulate and implement standards and guidelines which ensure that

Universal Design Principles are applied in the design and construction and/or maintenance of all buildings, thoroughfares, facilities, security systems, information technology and all other infrastructures for which SJV is responsible.

7. INTERVENTIONS

The interventions that SJV is committed to include, but is not limited to:

7.1. Ensuring that venues are accessible to persons with mobility impairment.
7.2. Arranging for tests and exams to be written at assigned venues.
7.3. Liaising with lecturers, tutors, administrators, and staff at the library, residences and other departments and fellow students to foster an understanding of the challenges faced by students with disabilities.
7.4. Monitoring the physical environment and new developments to ensure safety and accessibility to SJV community and visitors.
7.5. Ensuring the removal of any physical, policy, information and attitude barriers that might prevent students and staff from achieving their potential
7.6. Promoting the policy of equal opportunities adopted by the SJV.
7.7. Dealing correctly and appropriately with disabled students, staff, prospective students, visiting academics and other visitors.

8. SERVICES

SJV supports equal academic access for disabled students in the following ways:

8.1. Support and advice on any issues related to disability.
8.2. Consultative and counselling support for students and staff with disabilities (e.g. speech impediment).
8.3. Advice on academic adjustments and reasonable accommodations and provision of specific services.
8.4. Physical Access: make available a wheelchair and either relevant aides.
8.5. Provide technical assistance.
8.6. Parking bays for disabled students and staff.
8.7. Allow extra time and other exam accommodations for disabled students

VI) ST JOHN VIANNEY SEMINARY DISCIPLINARY PROCEDURES

(SJVDP 01/2019)

1. PREAMBLE

1.1. The mission of St John Vianney Seminary NPC (***hereinafter referred to as "SJV"***) is to facilitate the human, intellectual, spiritual and pastoral growth towards maturity of candidates for the Ministerial Priesthood in the Catholic Church, without prejudice to students enrolling for SJV programmes for different and personal goals and purposes.
1.2. The SJV mission calls for a particular ***decorum*** and conduct within the SJV premises, including individual adherence to all SJV policies, rules and practices that regulate individual and communal behaviour for the sake of healthy and productive working and learning environment, peaceful co-existence and the creation of an atmosphere that is conducive for the achievement of the SJV mission.
1.3. The primary objective of St John Vianney Seminary Disciplinary Procedure (SJVDP) is to initiate corrective action against unacceptable behaviour that may disrupt and/or hamper the actualisation of the stipulated goals as mentioned above.
1.4. Failure to respond positively to the SJV policies, rules, regulations and practices, including House Statutes and time-tables, constitutes misconduct and will be addressed accordingly.
1.5. Charity will be the first and final consideration of all members of the SJV community (students and employees) towards each other.
1.6. Any behaviour not in accord with the teachings of the Catholic Church, and unbecoming of any person residing, working, studying or visiting SJV, will be subject to disciplinary measures. These

shall range from a ***verbal warning*** to ***dismissal***. The degree of sanction shall be proportionate to the degree of the offence committed.

2. DEFINITION

2.1. Concepts

2.1.1. **SJV Community:** A collective name for SJV authorities, residents, administrators, employees, students and visitors.
2.1.2. **Member of SJV Community:** Anyone falling into any of the above-mentioned categories.
2.1.3. **Offence:** A voluntary act of breaching SJV policy, rule, regulation and/or practice.
2.1.4. **Offender:** Any member of SJV Community who breaches or contravenes any of SJV policies, rules, regulations and/or practices.
2.1.5. **Seminarian:** Any SJV students who studies for Catholic Priesthood and who normally resides full time within the SJV premises.
2.1.6. **Religious Students:** SJV students who belong to a Religious Community/Order of the Catholic Church, and who normally reside in different Religious/Formation Houses, outside SJV premises.

2.2. Abbreviation

2.2.1. **DC:** Disciplinary Committee
2.2.2. **SJV:** St John Vianney Seminary NPC
2.2.3. **SJVDP**: St John Vianney Seminary Disciplinary Procedure
2.2.4. **FDH**: Formal Disciplinary Hearing

3. SCOPE OF THESE DISCIPLINARY PROCEDURES

3.1. These procedures cover all offences, except those of academic nature committed by students.
3.2. Offences of academic nature, excluded in these procedures, are:
3.2.1. Plagiarism,
3.2.2. Cheating and Dishonesty during assessments,
3.2.3. Absenteeism from lectures without notifying relevant authorities, and
3.2.4. All offences related to borrowing and returning library books.
3.3. All offences of academic nature are covered under Assessment Policy, Examination Policy and Library Rules.

4. GENERAL

4.1. SJVDP is essential for the successful and harmonious operations of SJV, as well as for the just and fair treatment of individual SJV employees, students, residents and visitors (***hereinafter collectively referred to as "SJV Community"***).
4.2. Any contravention of SJV policies and rules will be dealt with in accordance with the stipulations of SJVDP.
4.3. Disciplinary warnings issued in terms of SJVDP shall be kept in the personal file of the relevant offender.
4.4. Except in exceptional circumstances herein stipulated, such as the case of a student's offence which ***calls for immediate dismissal***, no penalty shall be imposed upon any member of SJV community unless there has been compliance with the DC procedures as set herein.

5. TYPES OF DISCIPLINARY MEASURES AND PENALTIES

5.1. There are four types of disciplinary measures which may be taken against any member of the SJV community, depending on the nature, the gravity and the circumstance of the offence. The four types of disciplinary actions are:
5.1.1. Verbal warning
5.1.2. Written warning
5.1.3. Final written warning
5.1.4. Dismissal
5.2. In extreme cases, such as grave sexual misconduct or other acts of criminal nature, the DC may resort to pressing for criminal/civil charges with the South African Police Services.

6. DISCIPLINARY PROCEDURES

6.1. Verbal Warnings

6.1.1. Where, in the opinion of SJV Authorities, the behaviour of a particular member of SJV Community is unsatisfactory, but does not warrant a Written Warning, a verbal warning may be given by the relevant authority, who will keep a record of this infraction.

6.2. Written Warnings

6.2.1. All Written Warnings will be signed and issued by the Rector, the Dean of Students or the Human Resource Manager.

6.2.2. Repeated Verbal Warnings for the same infringement of SJV policies, rules and practices could result in a Written Warning being issued.

6.2.3. Where, in the opinion of the SJV authority, the behaviour of a member of SJV Community does not warrant a Final Written Warning, relevant SJV authorities may issue a Written Warning.

6.2.4. The content of the Written Warning, and the date of issue thereof, shall be recorded in the personal file of the offender. Without delay, a copy will be sent to the offender or, in the case of a Seminarian and/or Religious Student, their respective bishops or superiors.

6.2.5. Offenders must counter-sign as a confirmation of the Written Warning.

6.2.6. Should the Offender refuse to signify receipt of the Written Warning, this, together with the reason for such refusal, will be noted. However, the Offender's refusal to signify receipt of the Written Warning shall not invalidate the Written Warning.

6.2.7. A copy of the Written Warning shall be handed to the Offender and the original thereof shall be placed in their respective files. In the case of Seminarians and/or Religious Students, the same copies will be sent to their respective bishops and/or superiors.

6.3. Final Written Warnings

6.3.1. If, in the opinion of relevant SJV authorities,

i. Any member of SJV Community commits a grave offence; or

ii. Subsequent to the issue of a Written Warning, SJV authorities are still not satisfied with the behaviour of the Offender; or

iii. The Offender had previously received a Written Warning but, within six (6) months of the date of issue thereof, commits another offence of a similar nature; Then, SJV must record, in writing, an account of the complaint or details of the offence and the consequence of behaviour or offence.

6.3.2. If the complaint is justified, the Offender shall be issued with a Final Written Warning. The content of the Final Written Warning, and the date of issue thereof, shall be recorded in the Offender's file. In the case of a Seminarian or Religious Student, the copy of the same Final Written Warning shall be sent to their respective bishops and/or superiors. The Offender shall signify confirmation of receipt of the same Final Written Warning by counter-signing it.

6.3.3. Should the Offender refuse to signify confirmation of receipt of the Final Written Warning, this, together with the reason for such refusal, will be noted. The Offender's refusal to signify confirmation of receipt shall, however, not invalidate the Final Written Warning.

6.3.4. The Final Written Warning shall be valid for a period of twelve (12) months after the date of issue. Upon the expiry of the twelve (12) month period referred to herein, provided that the Offender has not committed the same offence, the Final Written Warning shall lapse.

7. CONSTITUTION, INITIATION AND PROCEDURE OF THE FORMAL DISCIPLINARY HEARING

7.1. The Constitution of the FDH

7.1.1. The FDH shall be constituted of the Chairperson, who shall normally be the SJV Dean of **(Internal)** Students, and two other members.

7.1.2. The three members shall constitute a committee, hereinafter referred to as the Disciplinary Committee (DC).

7.1.3. All member to constitute the DC shall be appointed from among the permanent members of SJV Formation Staff.

7.1.4. All DC members shall be appointed by the SJV President in his personal capacity, and shall report to him.

7.1.5. The decision of the DC shall be effective only after endorsement by the SJV president who has a right to, and may, for a valid and grave reason, modify, postpone, change and/or cancel the decision (s) of the DC.

7.1.6. Depending on who the Offender is, the FDH shall also be attended by the relevant authority in charge of the Offender, as well as the Offender him/herself.

7.1.7. If the Offender opts for representation, the Offender may be accompanied by their chosen representatives.

7.2. Conditions for the Initiation of the Formal Disciplinary Hearing (FDH)

7.2.1. If, subsequent to the issuing of a Final Written Warning,
- 7.2.1.1. SJV authority is still not satisfied with the behaviour of the Offender; or
- 7.2.1.2. The Offender, having received the Final Written Warning, before the lapse of twelve (12) months of the issue thereof, commits another offence of a similar nature; or
- 7.2.1.3. The offence requires more than a Final Written Warning;
- 7.2.1.4. Then the SJV authority must decide whether to continue with disciplinary action. In which event, SJV may institute a formal hearing.

7.2.2. If the formal hearing is decided upon, then a duly completed notice of disciplinary hearing form, signed by the relevant authority, shall be handed to the Offender who must subsequently signify receipt thereof.

7.2.3. A copy of such signed notice must be handed to the chairperson of the **FDH**.

7.3. The Process of FHD

7.3.1. The authority in charge of the Offender shall submit an official complaint to the President of SJV.

7.3.2. The SJV President will then authorise the DC chairperson to convene the FDH.

7.3.3. The Offender shall receive at least seventy-two (72) hours' notice of the FDH.

7.3.4. The notice of the FDH shall further contain details of all the charges against the Offender and shall inform the Offender s/he is entitled to representation by a fellow colleague, and that s/he may call a witness to support his/her version of the events.

7.3.5. During the hearing, the SJV representative shall be the first to present the case against the Offender, and thereafter the Offender or his/her representative shall be afforded the opportunity to cross-examine any evidence presented by SJV, through his/her representative.

7.3.6. Thereafter, the Offender shall thereafter be afforded an opportunity to state his/her case and lead witnesses in support of his/her version of the events.

7.3.7. SJV or its representative shall be entitled to cross-examine the Offender's witnesses.

7.3.8. The Offender or his/her representative shall be entitled to cross-examine the witnesses of SJV.

7.3.9. The hearing will then adjourn for not more than seventy-two (72) hours, during which time the Chairperson shall study and evaluate the evidence and decide on whether or not the Offender, on the balance of probabilities, is guilty as charged.

7.3.10. Upon the re-convening of the DC, the Chairperson shall present the findings and its requisite sanction to the DC, which will be followed by the evaluation by the other DC members.

7.3.11. After the DC has reached a decision, the Chairperson will submit, in a written form, the proceedings of the case and the suggested sanction to the President of SJV for endorsement.

7.3.12. No penalty or sanction shall be imposed upon any Offender without the expressed endorsement by the SJV President.

7.3.13. The President of SJV has the right and authority to modify the decision(s) of the DC and may, for grave reasons and other mitigating factors, change, postpone and/or even nullify the decision of DC.

7.3.14. The SJV President shall subsequently summon the Offender and deliver the sanction to them in a written form, whereupon the Offender shall be required to sign.

7.3.15. The FDH shall be held within SJV premises.

7.3.16. SJV must ensure that a record of proceedings is kept in the form of minutes.

7.3.17. SJV shall further ensure that the hearing is conducted strictly in compliance with the SJVDP.

7.3.18. The Chairperson shall ensure that the hearing is conducted in a fair and proper manner, and that the behaviour of the parties at the hearing is of an exemplary nature and in accordance with the standard of respect any person is entitled to

7.4. POSSIBILITY AND PROCEDURE FOR INTERNAL APPEAL

7.4.1. All Offenders are accorded the right to appeal the decision of the DC.

7.4.2. All appeals shall be made in writing to the President of SJV within seven (7) working days after the reception of the sanction.

7.4.3. If the Offender is the President of SJV, appeals are to be directed to the Vice-Chancellor, through the mediation of the Secretary of the Southern African Catholic Bishop's Conference (SACBC) at Khanya House.

7.4.4. The DC Chairperson has the responsibility to inform Offenders and/or their representative about their right to appeal to the SJV President.

VII) GRIEVANCE POLICY - (GP 01/2019)

1. PREAMBLE

1.1. St John Vianney Seminary NPC (*hereinafter referred to as "SJV"*) acknowledges the innate human need for happiness, inner freedom and fulfilment. It considers relationships as an inevitable component of human life, without which humanity will be incomplete and without real meaning. It seems an obvious human fact that learning and working have, as a goal and objective, the cultivation of fulfilment and achievement that will ultimately promote individual, family and social happiness and contentment.

1.2. The mission of SJV seeks to cultivate, realise and sustain humanity's deep yearning for meaning, achievement and fulfilment. It strives on ensuring a learning and working environment free of any inter-personal and institutional hindrances to personal achievements and peaceful co-existence. Professionalism, integrity and mutual respect are some of the core values embedded in the SJV policies that regulate the daily conduct of its employees and students, to ascertain the happiness of all, and to minimise possibilities of aggrieving any person.

1.3. SJV accepts that aggrieved employees and learners experience suffering, and that their respective grievances impact negatively on their jobs and studies. With this awareness in mind, and in keeping with the mission of SJV, this Policy stipulates procedures for addressing and handling individual and group grievances.

2. DEFINITIONS AND ABBREVIATIONS

2.1. Definitions

TERM	DEFINITION
1) Academic Employee	A lecturer, part-time or full-time, internal or external, who lectures at SJV.
2) Code of Canon Law	The universal law governing the Roman Catholic Church.
3) General Employee	All SJV employees who are not Academic Employees.
4) Grievance	Any feeling of dissatisfaction that an employee may experience concerning their employer, workplace, colleagues or any other aspect of their employment, or which a student may experience concerning their lecturer, classmate, academic programme, a module, administration or the institution of SJV.
5) Grievant	Any person lodging a grievance, personally or through a representative.
6) Immediate Superior	A person in authority in the first level of managerial seniority.
7) Student	Any learner registered and/or enrolled at SJV.

2.2. Abbreviations

2.2.1. DC: Disciplinary Committee
2.2.2. DP: Disciplinary Procedure
2.2.3. SACBC: Southern African Catholic Bishop's Conference

3. AIM OF THE POLICY

This Policy aims at:

3.1. Creating a formal channel through which SJV employees and learners may bring their personal or group grievances to the attention of their immediate superiors or, if necessary, higher authority;

3.2. Laying down a formal procedure for handling and resolving grievances at the earliest possible opportunity; and

3.3. Ensuring a clear procedure for resolving grievances as equitably as possible in the given circumstances.

4. BASIC PRINCIPLES OF THE POLICY

4.1. Irrespective of their employment post or study level, every SJV employee and student are granted the right and the opportunity to air their grievances without fear of victimisation.

4.2. SJV acknowledges the reality of life that both employees and students may have the need for grievances to be dealt with and, if possible, resolved by means of the following:

4.2.1. Creating avenues for individuals in SJV to escalate their grievances to the higher authority if no solution is forthcoming from their immediate superiors, or if they feel their case was not treated with the required insight or empathy;
4.2.2. Creating the possibility for individuals to access meetings for the purposes of advice and support regarding the resolution of grievances;
4.2.3. Availing this Policy to all SJV employees and students;
4.2.4. Ensuring that all grievances are handled and addressed equitably, speedily and consistently.
4.2.5. Allowing aggrieved groups to lodge their grievances by means of one or two representatives.

5. GENERAL

5.1. For the purpose of this Policy, everyone who lodges a grievance shall be termed a "Grievant".
5.2. Every grievance, for the sake of peaceful and immediate resolution, should be brought to the attention of those in authority, following the procedure herein prescribed.
5.3. No Grievant may be victimized for lodging a grievance.
5.4. The responsible authorities must ensure that grievances are resolved at the earliest stage possible and as quickly as possible. The time periods specified below are maximum time periods, to be utilized to the full only where the complexity of the grievance requires the full use thereof.
5.5. Where it is impracticable to address a grievance within the time limit set out in the procedure (*Annexure A*), an extension can be agreed upon between the Grievant and the relevant authority handling the grievance. Such an extension must be recorded in writing and signed by both parties.
5.6. Unless other inevitable factors dictate otherwise, the process of appeal from Immediate Superiors to the Vice-Chancellor must not exceed 21 days.
5.7. All time periods refer to full working days.
5.8. In each stage of appeal, the person responsible for handling the case must sign the "Grievance Register" (*Annexure C*).
5.9. If the Grievant who initiates the grievance procedure fails to pursue the complaint through the channels and avenues herein stipulated, it is to be assumed either that the Grievant concerned abides by the resolution reached by that stage, or that the complaint had no substance.
5.10. Individual students are free to lodge their individual grievances personally or through the SJV Student Council.
5.11. Grievances of a class or student body must be lodged through relevant student representatives.
5.12. Grievances arising out of allegations of Sexual Harassment must follow the procedure outlined in the SJV Sexual Harassment Policy.
5.13. In handling and addressing any grievance, subjectivity and partiality must give way to truth, honesty and objectivity.

6. RELATION BETWEEN THE GRIEVANCE AND DISCIPLINARY PROCEDURE

6.1. This Policy stipulates procedures for grievance lodging, not for dealing with matters of misconduct.
6.2. With the exception of sexual misconduct, which must be handled in accordance with the stipulations outlined in the SJV Sexual Harassment Policy, all matters of misconduct must be handled by the Disciplinary Committee according to the SJV Disciplinary Procedures.
6.3. Grievances are often the result of a misunderstanding between two or more parties and misconduct is not necessarily involved. Should, however, a grievance be brought to the attention of management and, after investigation, management is satisfied that there is evidence of misconduct, the matter must be handled in terms of the SJV Disciplinary Procedure.
6.4. The decision to invoke the disciplinary procedure will normally mark the end of the grievance procedure.

7. GRIEVANCE PROCEDURAL STEPS

7.1. This subsection presents the procedural steps to be taken in lodging a grievance. All periods indicated below are the maximum time allowed for the relevant step in the procedure for resolving grievances, unless a different arrangement has been made with the Grievant concerned.

7.2. If the grievance is resolved at some point in the process, this must be recorded in the minutes and signed by both parties. Both parties must receive a copy of the minutes.

7.3. The following are steps to be followed in lodging a grievance:

7.3.1. Informal Step

7.3.1.1. It is advised that, in order to avoid prolonged procedures on matters that may warrant a simple process, the Grievant begins by informally approaching, and lodging their grievance with, their Immediate Superiors.

7.3.1.2. Should the grievance relate to the actions of their Immediate Superiors, the Grievant must, in the normal course of events, approach them in an attempt to seek a resolution of the matter.

7.3.1.3. The Formal Process must only be initiated when the Informal Process has failed.

7.3.1.4. The two parties must ensure that the grievance lodged is resolved within two days.

7.3.2. Formal Steps

7.3.2.1. If the grievance could not be resolved in the First (informal) Step, the Grievant shall lodge a Formal Grievance by filling a "Grievance Form" (Annexure B) and submit it to the authority at a higher level of seniority. The same procedure shall be followed in all managerial levels of appeal, with Grievance Forms and Grievance Register (Annexures B-C) signed in each managerial level.

7.3.2.2. The escalation of grievances to higher levels of seniority shall follow the following steps:

7.3.3. Students

7.3.3.1. Provided the grievance is not of sexual nature, and is not a personal matter that calls for strict confidentiality, the first resort for students shall be their respective Class Representatives.

7.3.3.2. Grievances that concern the entire class must always be addressed through the Class Representative.

7.3.3.3. All academic-related grievances that concern the entire SJV student body must be lodged through the Student Academic Representative.

7.3.3.4. All non-academic grievances affecting the entire SJV student body must be lodged through the President of the Student Council.

7.3.3.5. For matters concerning their lecturers, provided the informal process failed, Grievants should submit their grievances to the relevant Head of Department (HOD) or a person designated to handle grievances at that level of seniority.

7.3.3.6. If the grievance is about the HOD, the grievance must be escalated to the Academic Dean (AC).

7.3.3.7. If the grievance is about the AC, it must be escalated to the SJV President (Rector) or, in his absence, the SJV Vice President.

7.3.3.8. If the resolution of the Rector or, in his absence, the Vice Rector is not satisfactory to the Grievant, or if the grievance concerns the President, the case shall be referred to the Vice-Chancellor of SJV, who is the President of the SACBC Seminaries' Commission.

7.3.3.9. Depending on the nature of the case, and other inevitable circumstances, the process of resolving a case must be within the timeframe reflected in Annexure B

7.3.4. Academic Employees

7.3.4.1. Grievances concerning their colleagues or students are to be lodged with the relevant HOD (*Annexure A*)

7.3.4.2. If the grievance is about the HOD, the grievance must be escalated to the AC.

7.3.4.3. If the grievance is about the AC, the grievance must be escalated to the President (Rector).

7.3.4.4. If the resolution of the Rector is not satisfactory to the Grievant, or if the grievance concerns the President, the case shall be referred to the Vice-Chancellor of SJV, who is the President of the SACBC Seminaries' Commission.

7.3.4.5. Depending on the nature of the case, and other inevitable circumstances, the process of resolving a case must be within the timeframe reflected in Annexure B

7.3.5. General Employees

7.3.5.1. The first resort for resolving grievances shall, for all general employees, be their Immediate Superiors (*Annexure A*).

7.3.5.2. The next in the line of seniority, if the efforts of the Immediate Superior fails, is the Human Resource Manager.

7.3.5.3. If the grievance is about the Human Resource Manager, grievances should be directed to the Vice President of SJV.

7.3.5.4. If the case is not resolved, it shall be escalated to the SJV President.

7.3.5.5. If the resolution of the Rector is not satisfactory to the Grievant, or if the grievance concerns the President, the case shall be referred to the Vice-Chancellor of SJV, who is the President of the SACBC Seminaries' Commission.

7.3.5.6. Depending on the nature of the case, and other inevitable circumstances, the process of resolving a case must be within timeframe reflected in **Annexure B.**

8. RESPONSIBILITY OF THE AUTHORITY RECEIVING THE GRIEVANCE

During the grievance interview, the person who receives the grievance must, to the best of their ability, and within their delegated powers, perform the following tasks:

8.1. Encourage the Grievant to present their case openly and honestly.

8.2. Listen to the Grievant's case privately and with respect, patience and empathy.

8.3. Obtain all facts about the grievance and differentiate between facts and opinions.

8.4. Do all possible to resolve the case as speedily as possible.

8.5. The procedure followed, and the outcome of the meeting must be recorded and signed by both.

8.6. The Grievant may be assisted or accompanied by a fellow colleague or classmate ***(in the case of a student)*.**

9. ANNEXURES

Annexure A

LEVELS OF (MANAGERIAL) SENIORITY					
MANAGERIAL LEVEL	POSITION			APPEALS	PROCESS DURATION
5th Level	Vice-Chancellor			5th & Last Appeal	7 Days
4th Level	President (Rector)			4th Appeal	5 Days
3rd Level	Vice President (Vice-Rector)	Academic Dean		3rd Appeal	4 Days
2nd Level	Human Resource Manager	HOD (Philosophy/Theology)		2nd Appeal	3 Days
1st Level (Immediate Superiors)	General House/ Facility Manager	-	Student Representative	1st Appeal	2 Days
Grievant	General Employee	Academic Employee	Student		

Annexure B

COMPLAINT / GRIEVANCE FORM [PLEASE PRINT CLEARLY]	
COMPLAINANT'S DETAILS	
SURNAME:	
FIRST NAME(S):	
CLASS [T1 / P1 / ETC.]:	
DATE COMPLAINT FILED:	
DETAILS OF THE RESPONDENT	
RESPONDENT'S SURNAME:	
RESPONDENT'S FIRST NAME(S):	
DATE OF INCIDENT:	
NUMBER OF WITNESSES:	
DETAILS OF THE INCIDENT	
COMPLAINANT'S SIGNATURE:	
ATTACHMENT: YES ☐ NO ☐	NUMBER OF ATTACHMENTS:
OFFICIAL USE ONLY	
DATE RECEIVED:	
RECEIVED BY:	
FILE / CASE NUMBER:	
ADJUDICATOR:	
ACTION TAKEN:	
DATE ACTION TAKEN:	
ADJUDICATOR'S SIGNATURE:	

Annexure C

GRIEVANCE REGISTER						
FILE NO.	**DATE FILED**	**GRIEVANT** [Surname & Initials]	**STUDENT / EMPLOYEE**	**TYPE OF GRIEVANCE** [E.g. Academic, Personal]	**RESPONDENT** [Surname & Initials]	**RESOLVED** [Yes / No]

MODERATION POLICY - (MP 01/2019)

1. PREAMBLE

St John Vianney Seminary (SJV) moderation ensures that students are assessed in a consistent, accurate and well-designed manner. It further ensures that all Assessors who assess a particular outcome or qualification are using comparable assessment methods and are making similar and consistent judgments about students' performance.

1.1. Policy Statement

1.1.1. This Policy applies to all students, assessors, moderators, and academic staff.

1.1.2. Moderation ensures that assessment and recognised systems within the context of educational principles and regulations are quality assured.

1.1.3. It also ensures that manageable, credible and reliable assessments have taken place.

1.1.4. It supports and evaluates the assessment environment, process and instruments with a view to confirming the reliability and authenticity of assessment results and improving the quality of assessments and assessor practices.

1.2. Definition

Moderation is a process which ensures that assessment of the outcomes described in National Qualifications Framework **(NQF)** standards or qualifications is fair, valid and reliable.

2. QUALIFICATIONS AND RESPONSIBILITIES OF THE MODERATOR

2.1. Qualifications and Documents

2.1.1. Only moderators with evaluative expertise in the assessments they are moderating may moderate for SJV.

2.1.2. In order to be selected as a moderator, the moderator must submit the following information to the Academic Dean:

2.1.2.1 Qualification Certificates.

2.1.2.2 A detailed Curriculum Vitae.

2.1.2.3 A copy of their Identity Document/Passport.

2.1.3. Moderators do not have to be the employees of SJV.

2.2. Responsibilities of the Moderator

2.2.1. Respond timeously to requests for moderation.

2.2.2. Conduct moderation in line with SJV policies for quality assurance and assessments.

2.2.3. Complete all appropriate documentation and hand them over to the Academic Dean.

2.2.4. Provide written feedback to Assessors and participate in professional development meetings held by SJV.

2.2.5. Sign off all assignments and papers that are moderated and provide clear reasons for accepting or rejecting assessment decisions.

3. MODERATION PRINCIPLES

The SJV criteria for conducting moderation will be in accordance with the principles of assessment and moderation, the Moderator Code of Conduct and according to the Moderation Plan.

3.1. The principles related to assessment methods will be:

3.1.1. Appropriateness.

3.1.2. Fairness.

3.1.3. Manageability.

3.1.4. Integrity.

3.2. The principles that govern moderation must:

3.2.1. Be carried out in a manner that ensures that the assessment of standards and qualifications are fair, valid and reliable.

3.2.2. Ensure that students who are being assessed are assessed in a consistent, accurate and a well-designed manner.

3.2.3. Ensure that all Assessors, who assess a particular outcome or qualification, are using comparable assessment methods, and are making similar and consistent judgments about students' performance.

3.3. Ensure that the following principles are upheld:

3.3.1. Validity – The evidence must relate to the specific outcomes and criteria being assessed.

3.3.2. Authenticity – Evidence must be attributed to the student.

3.3.3. Sufficiency – There must be enough evidence to certify competence.

3.3.4. Currency – The evidence must relate to current competence.

The moderation decision must be consistent with the quality requirements of fairness, validity and reliability of assessments.

4. MODERATION METHODS

The SJV Moderation Method, which must be used is reviewing of tests, assignments, research papers and examination papers.

5. MODERATION CRITERIA

5.1. Moderation methods must be sufficient to deal with all common forms of evidence for the assessment to be moderated, including evidence gathered for Recognition of Prior Learning (RPL).

5.2. The moderation method must be capable of gathering evidence to cover the scope of moderation.

6. SELECTION CRITERIA

6.1. Moderation of assessment occurs at both the level of SJV (internal moderation), and at the external level. This will ensure that the system is credible and that Assessors and students behave ethically.

6.2. The criteria, process and controls for the SJV moderator selection:

6.2.1. Moderators have to be in good standing and should have unquestionable skill in the curriculum and assessment practices.

6.2.2. They should have a good understanding of the expectations of SJV.

6.2.3. Any person who is appointed as a moderator should have sound communication and interpersonal skills.

6.2.4. Moderators must be selected and approved by the Academic Dean.

6.2.5. Moderators must be managed by the Academic Dean in strict accordance with the SJV Code of Conduct for Moderators, and any deviations must be addressed immediately by the same Academic Dean.

7. MODERATION PROCESS

7.1. Moderation Process Flow:

7.1.1. Plan and prepare for moderation.
7.1.2. Confirm the scope of moderation, review the assessment context, select moderation
7.1.3. methods, compile a moderation plan, arrange logistics, etc.
7.1.4. Moderator must receive the necessary documentation.
7.1.5. The Academic Dean sends assessments for moderation to the External Moderators.
7.1.6. The Moderator moderates the assessment process and judgments decisions against
7.1.7. principles of fair assessment.
7.1.8. The Moderator is entitled to uphold or overturn the Assessor's decision.
7.1.9. Advises and supports Assessors.
7.1.10. Gives written feedback to Assessor.
7.1.11. Reports and records moderation results.
7.1.12. Provides feedback to the Academic Dean.

8. MODERATION PROCEDURE

8.1. The scheduling/planning of the SJV moderation will be managed by the Academic Dean in accordance with the requirements and procedures as outlined in this Policy.

8.2. The Academic Dean must assist the Moderator and ensure the following:

8.2.1. They must have clear procedures on logistics in conducting moderation regarding location, equipment used, moderation materials and role-players to be involved.

8.2.2. The moderation documentation which must be prepared prior to the moderation includes the following:

8.2.2.1. Moderation Plan
8.2.2.2. Scope of Moderation
8.2.2.3. Moderation Methods
8.2.2.4. Moderation Activities
8.2.2.5. Logistic Arrangements
8.2.2.6. Moderation Report

8.2.3. Once the scripts for assessment have been selected, Moderators, having marked them, should return them within the time-frame specified in the Appointment Letter.

8.2.4. Moderators should acknowledge receipt of the assessments.

8.2.5. They should establish the context of the assessment under review and ensure that special needs are taken into consideration when moderating.

8.2.6. They should submit a moderators' report on the sample of assessments that have been moderated.

8.2.7. They must provide feedback on their acceptance or rejection of the assessor's judgment.

9. ASSESSMENTS SELECTION CRITERIA

9.1. A random selection of various levels of assessments must be made.

9.2. A sample of assessments across a variety of Assessors must be selected to check for consistency amongst various assessors.

9.3. Internal Moderation is conducted by SJV on **10%** of all assessments, to ensure consistency and reliability. Where serious discrepancies are found, the whole batch has to be re-assessed by the Assessor after an intervention meeting with the Moderator.

9.4. Moderators must moderate any assessment that has received a query on the assessment decision or where an appeal is made.

9.5. Moderation will address the activities before, during and after assessment.

9.6. Assessment instruments, assessment design and methodology, assessment records, assessment decisions, reporting and feedback mechanisms must also be moderated.

10. ADVISING AND SUPPORTING ASSESSORS

10.1. The SJV moderators will provide advice and support where necessary to the Assessor after each moderation process is completed.

10.2. All advice and/or support must be documented, and both the Assessor and Moderator must sign.

10.3. The nature and quality of advice facilitate a common understanding of the relevant outcomes and criteria, and issues related to the assessment by Assessors.

10.4. The nature and quality of advice promote assessment in accordance with good assessment principles and enhances the development and maintenance of the total quality management system.

10.5. Support provided by moderators contributes towards the further development of assessors as needed.

10.6. All communications are conducted in accordance with relevant confidentiality requirements.

11. NON-CONFORMANCE OF ASSESSORS

11.1. Due to the nature of the role of the Assessors, as well as Internal and External Moderators, caution must always be exercised to ensure that assessments and the moderation thereof are conducted according to the policies and procedures of SJV as laid down in its Assessment Policy and that no exceptions are made.

11.2. Exceptions of any kind can be construed as unethical or fraudulent.

11.3. Failure to adhere to this could result in the cancellation of an Assessor or Moderator's employment contract and disciplinary action will be taken.

11.4. The following instances are regarded as serious breaches of the Code of Conduct:

11.4.1. Misconduct – complaints lodged by students, providers or other stakeholders regarding the conduct of the Moderator during the moderation process.

11.4.2. Moderation Results – repeated non-performance and/or policy violations by an Assessor.

11.4.3. Misrepresentation – deliberate misrepresentation of the results by the Assessor.

12. ASSESSORS' APPEALS

The purpose of the appeal process is to provide Assessors avenues through which they can appeal against the Moderator's decision.

12.1. Every assessor being moderated has the right to appeal against the decisions, conduct or compliance of the Moderator if based on valid grounds.

12.2. All Assessors must be familiarized with the proper Appeal Procedures.

12.3. All appeals must be sent to the Academic Dean completed on the required documentation.

12.4. The Academic Dean shall channel the appeal to one of the following two:

12.4.1. The Moderator (for appeals against moderator decisions); and

12.4.2. The Academic Quality Assurance Committee (for appeals against the conduct, or compliance of the moderator).

12.5. An appeal must be lodged within ten (10) working days of feedback and without prejudice on the part of the student or Assessor.

12.6. An appeal should be resolved within two (2) weeks of being lodged and feedback provided to both parties (Assessor and Moderator) within this time.

13. INTERNAL MODERATION OF DEVELOPMENT OF QUESTION PAPERS

13.1. Once the Paper has been set, it is sent to an Internal Moderator of SJV.
13.2. After the paper is moderated, the recommended changes are implemented.
13.3. Moderation at this level involves a detailed analysis on the content that is being tested, as well as the quality of the paper, for instance, mark allocation and the different levels of questioning according to the complexity of the outcomes.
13.4. After the Moderator has made the respective changes, the paper is returned to the Examiner, who must implement the recommended changes and suggestions.

14. EXTERNAL MODERATION

14.1. Members of related Institutions of Higher Education are appointed as External Moderators.
14.2. Each External Moderator must be in possession of a qualification that is one level higher than the level been taught and must have experience and subject knowledge related to the subjects been tested.
14.3. Moderators are required to submit a detailed Curriculum Vitae, their Qualification Certificates and their Identity Documents.
14.4. Each External Moderator is given a Letter of Appointment.
14.5. Moderators will be appointed on an annual basis.

15. RECORDING AND REPORTING

The scope of the SJV moderation report is as follows:

15.1. Moderation reports will be compiled, after each moderation process has been conducted, on a semester basis.
15.2. Moderation reports is the responsibility of the Academic Dean and Heads of Departments.
15.3. Such reports will contain Minutes of meetings and development interviews between the Moderators and Assessors, as well as statistical reports.
15.4. All SJV moderation reports must be stored in a locked secure place at all times for a period of five (5) years from the date of the Moderator's report.

16. PROFESSIONAL DEVELOPMENT

16.1. The criteria, process and controls that are in place at SJV require the development of Assessors and Moderators.
16.2. The Academic Dean must ensure the regular training meetings with Assessors and Moderators.
16.3. These meetings require that minutes be noted, made available and signed Attendance Registers be placed in the Moderators' file.
16.4. All Assessors who wish to become Moderators for SJV may attend the training programme at no cost to themselves, provided they offer such moderation services to the SJV.
16.5. Assessors within SJV will be identified as potential Internal Moderators.

17. MONITORING AND REVIEWING

17.1. The moderation process shall be reviewed annually.
17.2. Any problems that were identified are addressed, and mechanisms are put into place before the next moderation occurs.
17.3. The criteria, process and controls for SJV Assessor and Moderator monitoring and performance reviews are as follows:

17.3.1. All Assessor and Moderator reports are to be scrutinised by the Academic Dean.
17.3.2. Moderators are to be reviewed annually.
17.3.3. This will include a review of the Moderator's qualifications and registrations.
17.3.4. All Moderators must adhere to the SJV Moderator Ethics and Professional Code of Conduct, and their contracts of delivery and performance will be reviewed annually by the Academic Dean.

18. COMPLAINTS AND OBJECTIONS

Any member of staff or student at SJV may, without fear of prejudice, submit any complaint, objection, questions or evidence with respect to the application and implementation of this Policy to the Academic Dean or Heads of Departments.

19. MODERATOR REPORT

The Moderator Report has to be completed in full and signed by all relevant parties

VIII) PRODUCTION OF ACADEMIC REPORTS POLICY - (PARP 01/2019)

1. PREAMBLE

1.1. Production of Academic Reports Policy of St John Vianney Seminary (SJV) provides guidelines for the production and issuing of semester academic reports for all modules offered at the same SJV.

1.2. The policy ensures that effective mechanisms are in place to quality assure the processing, production and issuing of academic reports to minimise error, negligence and inaccuracies, and to maintain the integrity and quality of the processes leading to the promotion of students.

1.3. The production, processing and distribution of SJV academic reports is a joint responsibility of the various personnel in the Academic Department of SJV.

2. RESPONSIBILITY FOR PRODUCTION AND ISSUING OF ACADEMIC REPORTS

The following people and offices of the Academic Committee shall, as shall be illustrated hereinafter, and in the chronological order reflected below, be jointly responsible for the various stages in the production process of academic reports:

2.1. All Examiners
2.2. Examination Officer
2.3. Heads of Departments and their respective secretaries
2.4. Academic Dean and his secretary

3. PROCESS FOR THE PRODUCTION OF REPORTS

3.1. EXAMINERS

Examiners must ensure:

3.1.1. Just, fair and objective marking of examination scripts.
3.1.2. Accurate counting of marks obtained by students.
3.1.3. Proper and accurate recording of marks in the provided Mark Sheet.
3.1.4. A clear distinction between Formative Assessment and Summative Assessment marks in the Mark Sheet.
3.1.5. Accurate calculation of the sum of Formative Assessment (40%) and Summative Assessment (60%) marks.
3.1.6. Timeous submission of marked examination sheets and fully furnished Mark Sheets to the Examination Officer.

3.2. EXAMINATION OFFICER

It shall be the responsibility and duty of the Examination Officer to:

3.2.1. Ensure the accuracy of marks allocated to each student by re-calculating and double-checking the marks of every Examination Script submitted by examiners.
3.2.2. Ensure that the mark on each Examination Script is accurately reflected in the Mark Sheet.
3.2.3. Ensure that the Final Mark reflected on the Mark Sheet is the accurate sum of both the Formative and Summative assessments.
3.2.4. Submit all checked Examination Scripts to the office of the Academic Dean for safe storage.
3.2.5. Submit all checked Answer Sheets to relevant offices of departments.

3.3. OFFICES OF THE HEAD OF DEPARTMENTS

3.3.1. It shall be the responsibility and duty of the Secretary of Department to:

3.3.1.1. Ensure the accuracy of each Final Mark on the Mark Sheets submitted by the Examination Officer, by re-calculating and double-checking the sum-total of the Formative and Summative mark of each student.

3.3.1.2. To accurately enter all verified Final Marks into the Student Manager.

3.3.2. The Head of Department Shall:

Ensure that, before the Academic Dean adds Academic Remarks on reports, all marks entered into the Student Manager accurately reflect the marks on the Mark Sheets.

3.3.3. Office of the Academic Dean

3.3.3.1. The Academic Dean, together with the Admin Assistant, shall check the accuracy of all marks in the Student Manager against the Mark Boards provided by the Secretaries of Departments.

3.3.3.2. When the accuracy of all marks has been verified, the Academic Dean shall enter academic remarks in each academic report.

3.3.3.3. The Admin Assistant shall subsequently proofread all academic remarks and check their accuracy against the content of the academic report.

3.3.3.4. Only after this process shall academic reports be printed.

4. SECURITY MEASURES

4.1. The Academic Dean is responsible for the production of academic reports.

4.2. Academic Reports are produced through the Student Manager programme, which is accessed through special, designated passwords.

4.3. To maintain the confidentiality of the academic information of students, SJV signed a confidentiality agreement with the IT Company responsible for the Student Manager.

4.4. For every report, two copies are made: Soft copies and hard copies. Hard copies are stored in the academic files of students in a secured place. Soft copies are stored in computers under the care of a special IT company, with an external back-up hard-drive installed in the strong room.

5. ACADEMIC REPORTS' CONTENT AND REQUIREMENTS

SJV academic reports, in accordance with the procedures associated with this policy, must include the following information on the face:

5.1 The Name: St John Vianney Seminary NPC
5.2 The SJV Logo
5.3 Full Name of the Student (First, the surname in capital letters, then the full names)
5.4 The Aggregate
5.5 Type of Pass (e.g. First Class Pass)
5.6 Date of Production
5.7 Designated Signatories
5.8 Academic Remarks by the Academic Dean

6. SIGNING OF ACADEMIC REPORTS

6.1 The signing of Academic Reports is reserved for the Academic Dean and the Registrar.
6.2 All Academic Reports shall be signed manually.

7. COMPLAINTS AND OBJECTIONS

Any member of staff or student at St John Vianney Seminary may, without fear of prejudice, submit any complaint, objection, questions or evidence, with respect to the application and implementation of this policy, to the Academic Committee.

IX) PRODUCTION OF EXAMINATION TIME-TABLE POLICY (PETTP 01/2019)

1. PREAMBLE

1.1. Production of Examination Time-Table Policy of St John Vianney Seminary (SJV) provides guidelines for the production and issuing of semester Examination Time-tables for all SJV academic programmes.

1.2. The policy ensures that effective mechanisms are in place to quality assure the processing, production and publication of Examination Time-table, in to minimise error, confusion, negligence and inaccuracies, and to maintain the integrity and quality of the processes leading to the promotion of students.

1.3. The policy also seeks to ensure a fair and just distribution and spacing of exams, according to the number of modules and degree of difficulty, in order to give sufficient study time for students, and ensure a just balance between difficult and easier modules.

1.4. The production, processing and distribution of SJV Examination Time-tables is a joint responsibility of lecturers and the various personnel of the SJV Academic Department.

2. THE SCOPE OF THE POLICY

2.1. Procedures for production of Exam Time-tables stipulated in this policy cover only those Summative Assessments done at the end of each semester, that is, May/June and October/November.

2.2. Both Supplementary and Deferred Exams Time-table are not covered in this policy.

2.3. Equally excluded are all forms of Formative Assessments done during the semester.

2.4. The production of Supplementary and Deferred Examinations Time-tables are the duty and responsibility of the Examination Officer alone, and shall not follow the procedure and process herein reflected. It is recommended however, that the Examination Officer works in close collaboration with Secretaries of Departments in drawing these Time-tables.

3. PRINCIPLES GOVERNING THE PRODUCTION AND PUBLICATION OF EXAMINATION TIME-TABLE

3.1. Examinations are necessary for the promotions of students and for helping them to realise their dreams and aspirations. They gauge the student's level of competence in the studied module, his/her degree of assimilated knowledge and the capacity to produce, explain and apply knowledge within a defined space and time.

3.2. Modules are different with respect to the degree of difficulty, credit allocation and the number of notional hours.

3.3. The Examination Time-table, if drawn haphazardly and without consideration of the facts contemplated in the above 2.1 and 2.2, can become an instrument of injustice, incapacitating students, thus hindering the process of a fair and objective assessment.

3.4. The Examination Time-table must determine the parameters within which the assessment of students takes place in a fair, just, objective and reliable manner, by avoiding two extremes: constraining students with the burden of too many exams within a short space of time and having an unnecessarily prolonged period of exams.

3.5. The sequence of modules and their spacing must avoid disadvantaging students by stifling them from performing optimally.

4. RESPONSIBILITY FOR THE PRODUCTION AND PUBLICATION OF ACADEMIC REPORTS

The following people and offices of the Academic Committee shall, as shall be illustrated hereinafter, and in the chronological order reflected below, be jointly responsible for the various stages in the production process of the Examination Time-table:

4.1. Secretaries of the Departments
4.2. Heads of Departments
4.3. Examination Officer
4.4. Academic Dean

5. PROCESS FOR THE PRODUCTION AND PUBLICATION OF TIME-TABLE

5.1. Secretary of Department

It shall be the duty and responsibility of the Secretary of Department to:

5.1.1. Draw the first draft of the Time-table, in consultation with lecturers:

5.1.1.1. Consultation is only for establishing the availability of the lecturer for the timeous marking and submission of exam marks within the stipulated timeframe.

5.1.1.2. Individual lecturers should not dictate exam dates for their respective modules out of personal preferences. Only for grave reasons, such as medical challenges and absence from the country, can lecturers suggest alternative exam dates.

5.1.1.3. It is the responsibility of individual lecturers to notify secretaries of Departments about factors that may necessitate alternative exam dates for their respective modules.

5.1.2. Present and discuss the draft to the relevant Head of Department (HOD) for approval.
5.1.3. Submit the draft to the Examination Officer **(EO)**, after approval by the HOD.
5.1.4. In cooperation with the EO, disseminate the final Examination Time-table.
5.1.5. In drawing the Time-table, take into account the principles stated in **2.1 – 2.4 above**

5.2. Head of Department

It shall be the duty and responsibility of the Head of Department (HOD) to:

5.2.1. Ensure that the secretary begins the process of the production and dissemination of Exam Time-tables timeously.
5.2.2. Edit the draft to rid it of possible errors and clashes.
5.2.3. Ensure the accuracy of the information reflected in the draft Time-table.
5.2.4. Ensure that the sequence and spacing of modules follow the principles laid down in **2.1 – 2.4**.
5.2.5. Ensure the timeous publication and dissemination of the final Time-table.

5.3. Examination Officer

It shall be the responsibility and duty of the Examination Officer to:

5.3.1. Ensure the accuracy of the information reflected in the received draft.
5.3.2. Collate all draft Time-tables from secretaries into one Examination Time-table.
5.3.3. Allocate venues for exams.
5.3.4. Allocate Invigilator(s) per module, ensuring that no lecturer invigilates his/her own module(s), and there is a fair distribution of work among invigilators.
5.3.5. Submit the final draft to the Academic Dean for approval.
5.3.6. Ensure, in collaboration with the secretaries of Departments, that the approved Time-table is duly publicised and disseminated.

5.4. Academic Dean

It shall be the duty and responsibility of the Academic Dean to:

5.4.1. Edit the final draft and rid it of possible errors.
5.4.2. Ensure the accuracy of the information reflected on the final draft
5.4.3. Ensure that the final draft reflects the principles stated in **2.1 – 2.2**.
5.4.4. Ensure that the distribution of invigilators per module is fair
5.4.5. Approve the final draft.
5.4.6. Ensure the timeous publication and dissemination of the time-table.

6. CONTENT OF THE EXAMINATION TIME-TABLE

Every Examination Time-table shall reflect the following information:

6.1. Name of the Institution
6.2. Name of the Module
6.3. Name of the Invigilator
6.4. The Lecturer who teaches the module
6.5. Examination Venue
6.6. Examination Time

7. COMPLAINTS AND OBJECTIONS

Any member of staff or student at St John Vianney Seminary may, without fear of prejudice, submit any complaint, objection, questions or evidence, with respect to the application and implementation of this policy, to the Academic Committee.

X) RECOGNITION OF PRIOR LEARNING POLICY - (RPLP 01/2019)

1. POLICY PURPOSE

1.1. The purpose of St John Vianney Seminary policy on Recognition of Prior Learning **(RPL)** is to develop and facilitate the implementation of RPL at St John Vianney Seminary **(SJV)**, based on the principles of equity, access, inclusivity and redress of past unfair discrimination with regard to educational opportunities.

1.2. The policy provides direction and guidelines for a dynamic and evolving system of RPL that promotes lifelong learning whilst at the same time protecting the quality and standards of qualifications offered by SJV.

2. POLICY OBJECTIVES

2.1. RPL refers to the principles and processes through which the prior knowledge and skills of a person are made visible, mediated and rigorously assessed and moderated for the purposes of alternative access and admission, recognition and certification, or further learning and development.

2.2. RPL may be used to grant access to a qualification programme, or exemption from modules constitutive of a particular qualification.

2.3. At SJV, exemption from modules does not translate to credits being awarded for those modules. No credits should therefore be awarded for the modules that a student is exempted from doing on the basis of RPL.

2.4. A student who, on the basis of RPL, is granted exemption from doing some modules in a qualification programme will complete the qualification with a total number of credits that is less than the normally required number of credits for the qualification in question. RPL creates such an exception, and the student concerned will not be compelled to do more modules to make up for the difference in the total number of credits.

2.5. Full qualifications on the Higher Education Qualifications Sub-Framework **(HEQSF)** cannot be awarded solely on the basis of RPL.

2.6. Exemption based on RPL should be limited to not more than 50% of the modules of the qualification programme in question. This means that no student will be exempted from more than 50% of the modules required for any particular higher education qualification.

2.7. Not more than 10% of a cohort of students in a higher education programme should be admitted through an RPL process.

3. POLICY AUTHORITY

The following legislative directives steer the process by means of which prospective students are admitted to qualifications via RPL:

(a) National Policy for the Recognition of Prior Learning [March 2013]

(b) Government Gazette 38275 (Credit Accumulation and Transfer Act) [December 2014] Council on Higher Education, Recognition of Prior Learning, Credit Accumulation and Transfer, and Assessment in higher education (August 2016)

POLICY IMPLEMENTATION

4.1. There are two ways students can apply for admission through RPL, namely: The Portfolio of Evidence and Competency Tests, and both these processes require assessment. The Portfolio of Evidence details all relevant information (dates, duration of courses, transcripts, motivation letters, curriculum vitae and name of institutions) in which formal or informal learning occurred. The second involves assessing the level of competence through

Competency Tests, which will be administered for a candidate wishing to register for the Bachelor of Philosophy.

4.2. SJV regards RPL as more than a process of assessment. Rather, it is seen as a specialised pedagogical process that also includes "translation" of informal and non-formal bodies of knowledge into their formal and structured equivalents based on specified competencies. In this light, a panel of academics commissioned by SJV will carry out the implementation and assessment of RPL processes. The panel will review the portfolio of evidence or the Competency Test, and conduct interviews with applicants. In the interview, the applicant might be required to demonstrate an appropriate level of competency in both theory and the practice for which RPL is sought.

4.3. RPL assessment methodologies include, but are not limited to, portfolios of evidence, interviews, demonstrations and simulations, observations, written and oral exams, letters of recommendation and other forms of expert testimony, case studies, and documentation of successful past learning experiences.

4.4. The RPL application process and assessment can take up to 4-6 weeks to complete. The applicant will be notified regarding the interview process once the Portfolio of Evidence or Competency Test has been assessed and a decision reached regarding RPL. Once the panel has made the final decision, students will be informed both verbally and in writing.

4.5. Process

4.5.1. Identifying the qualification or module(s) for which the applicant believes they will meet the requirements;

4.5.2. Matching the applicant's skills, knowledge and experience with the specific requirements;

4.5.3. Assessing the applicant using appropriate forms of assessment (done by a subject matter expert/registered assessor);

4.5.4. Crediting the applicant for skills, knowledge and experience attained; and

4.5.5. Registration of the applicant for the relevant qualification

5. PROCEDURE FOR RPL FOR ACCESS

5.1. The prospective candidate makes contact with the Registrar's office and completes an application form.

5.2. The candidate pays the assessment fee and submits all relevant and required application documentation to the Registrar.

5.3. The Registrar presents all RPL cases to the Academic Committee through the Academic Dean.

5.4. The candidate will undergo a screening interview with the RPL Panel to assess whether he or she is a suitable candidate.

5.5. Should the candidate be found suitable for RPL assessment, he/she will be required to present the Seminary with a portfolio of evidence based on sufficient and current learning and experience.

4.1. A qualified subject matter expert or assessor will assess the portfolio of evidence to determine the candidate's competence.

4.2. The RPL Panel will review the outcome and refer with a comment to the Academic Committee for moderation and consent.

4.3. If the application is approved, the candidate will be conditionally accepted for the first year of the Bachelor of Philosophy. After the successful completion of the first year, the candidate will then be fully registered.

4.4. The results are confirmed in writing and posted to the applicant by the relevant Registrar.

4.5. Unsuccessful applicants also receive a letter informing them of the outcome and alternative learning pathways.

5. POLICY APPEAL PROCEDURE

5.1. If the applicant is unsuccessful, the applicant will have fourteen (14) days to appeal in writing to the Academic Dean.

5.2. The applicant will be notified in writing about the outcome of the Appeal Process decision. This decision will then be final.

5.3. Those applicants not deemed successful will be denied admission to the programme.

5.4. Those applications that are successful will be accepted into the chosen programme.

5.5. Awarded certificates signifying successful completion of a qualification will not reflect that a candidate has gained access to a programme, or has been awarded advanced standing, through an RPL process. However, the academic transcripts of those who were exempted from some modules will reflect exemptions achieved through the RPL process, but with no credit points attached.

6. RIGHTS OF ST JOHN VIANNEY SEMINARY

SJV reserves the right to select students before admission to specific qualifications and related programmes, and not to admit applicants if they do not satisfy the RPL selection standards and requirements, even where such applicants do meet the minimum admission requirements.

7. RESPONSIBILITY FOR IMPLEMENTATION

The Academic Committee is responsible for SJV policy on Recognition of Prior Learning.

XI) SAFETY, HEALTH AND ENVIRONMENT POLICY - (SHEP 01/2019)

1. PREAMBLE

1.1. As a registered Institution of Higher Learning, St John Vianney Seminary NPC (*hereinafter referred to as "SJV"*) acknowledges the importance of Occupational Health, Safety and the Environment, and is fully supportive of the Occupational Health and Safety Act No 85 of 1993, as amended, all applicable Laws, Regulations and relevant standards.

1.2. As such, SJV is committed to achieving service excellence through the provision of an environment that is conducive to Safely, Health and Environment (SHE) for all employees, students and any associates that may be involved, or come into contact, with SJV services.

2. IMPLEMENTATION OF THE POLICY

SJV shall ensure that this policy is implemented, maintained and understood through the following objectives:

2.1. Commitment to comply with all legal and other requirements.
2.2. Encourage participation and teamwork in decision-making.
2.3. Identify and manage SHE risks.
2.4. Audit, review and continuously improve SHE practices, systems and programmes.
2.5. Provide appropriate outcomes based SHE training.
2.6. Consider SHE requirements in supplier selection.
2.7. Provide effective emergency preparedness and response structures.
2.8. Commit to transparency and accountability.
2.9. Establish and maintain internal communication structures.
2.10. Create value for all stakeholders.
2.11. Provide and manage resources essential for the implementation, documentation, review and maintenance of this policy.
2.12. Manage human resources to achieve maximum potential.
2.13. Make the policy available to all stakeholders.

3. SAFETY AND HEALTH

To ensure a safe, healthy working environment, SJV shall:

3.1. Restrict disabling injury frequency rate.
3.2. Implement and maintain an effective occupational health programme.
3.3. Report and investigate all SHE – incidents.
3.4. Implement and maintain adequate fire prevention and control measures.
3.5. Apply written safe work procedures with reference to storage and handling of dangerous goods.
3.6. Require contractors on site to comply with SHE standards.

4. ENVIRONMENT

To ensure commitment to pollution prevention and environmental conservation, SJV shall:

4.1. Improve the efficiency of (energy and water) natural resource consumption.

4.2. Minimize and prevent atmospheric, soil and groundwater pollution,
4.3. Improve the quality of wastewater discharges.
4.4. Promote waste minimisation, recycling and environmental awareness.
4.5. Consider the natural and social environment in new developments.
4.6. Support environmental education.
4.7. Ensure the conservation of endangered fauna and flora.

5. ALCOHOL AND ILLEGAL SUBSTANCE INTAKE

While intake of alcohol is a personal choice of individuals, for the avoidance of any potential health and/or environmental hazard that may result from alcohol intake, the following rules must be respected by all the employees and students of SJV:

5.1. No employee shall consume alcohol illegal drugs during working hours.
5.2. Any form of drunkenness within the SJV premises, whether during or outside lecture times and/working hours, is grave misconduct and will lead to disciplinary actions taken against the offender.
5.3. It is a grave offence for students and any SJV personnel to come to work drunk or under the influence of drugs.
5.4. All Internal Students **(i.e. *Students residing within the SJV premises*)** shall, under no circumstance, keep and/or consume alcoholic beverages in their rooms.
5.5. Internal Students who consume alcoholic beverages shall do so under strict self discipline.

6. PERSONAL HYGIENE

6.1. Every student must maintain a neat and clean appearance.
6.2. The clothes of the students are to be selected in keeping with the occasion.

XII) SEXUAL HARASSMENT POLICY - (SHP 01/2019)

1.1. PREAMBLE

1.2. The mission of St John Vianney Seminary NPC **(*hereinafter referred to as "SJV"*)** acknowledges, affirms and promotes the rights, the dignity and the freedom of all people. In line with the "Bill of Rights", stipulated in chapter 2 of the Constitution of the Republic of South Africa (Acts 108 of 1996), SJV respects and promotes the rights of all people regardless of race, gender, sex, pregnancy, marital status, ethnic or social origins, sexual orientation, age, disability, religion, conscience, belief, culture, language or birth.
1.3. Of equal importance is also the Employment Equity Act which prescribes that the working environment should be free of discriminatory practices, among which are sexual and other forms of harassments.
1.4. Since SJV is the Institution of the Roman Catholic Church, and is governed by its principles and values, this Policy shall be interpreted in line with the principles contained in the document "Integrity in Ministry", as well as in the "Protocol for Church Personnel in Regard to Sexual Misconduct between Adults" (2002), and the "Protocol for Church Personnel in Regard to the Sexual Abuse of Children" (2004) of the Southern African Catholic Bishops' Conference (SACBC).
1.5. SJV is committed to providing a working and learning environment where all may pursue their studies, careers, duties and activities free from harassment, intimidation or exploitation.
1.6. SJV considers Sexual Harassment as an immoral and inhuman conduct, a grave form of unlawful discrimination which undermines human dignity and which must be prohibited in all its forms and manifestation.
1.7. Since it constitutes a grave misconduct, every Sexual Harassment report will be taken seriously, promptly addressed, and dealt with in a fair and objective manner. The nature and gravity of each instance will determine the specific action to be taken.
1.8. By the same standard with which SJV condemns genuine claims of Sexual Harassment, so does it equally condemn false claims of Sexual Harassment, and rightly classifies them as grave offences.

2. DEFINITIONS AND ABBREVIATIONS

Unless the context clearly indicates otherwise, the following words will, in this Policy, carry the following meanings:

2.1. Definitions:

TERM	DEFINITION
1) Academic Employee	A lecturer, part-time or full-time, internal or external, who lectures at SJV.
2) Accused	The person alleged to have committed an act of harassment.
3) Complainant	The person who is or was the Victim of the alleged Sexual Harassment, or the person who lodges the complaint on behalf of the Victim.
4) Contact Person	The person designated to receive Sexual Harassment complaints and to pass them to the relevant authority.
5) Dean of Students	A full-time Priest and Formator responsible for the discipline and well-being of students.
6) Formator	A priest who is responsible for forming/training future priests of the Catholic Church at SJV.
7) General Employee	All SJV employees who are not Academic Employees.
8) Immediate Superior	Person in authority in the first level of managerial seniority.
9) Khanya House	The administrative offices of the Bishops of the Roman Catholic Church in Southern Africa (Botswana, South Africa and Swaziland)
10) Offender	A person who is guilty of the offence of Sexual Harassment.
11) Sexual Harassment	Any form of unwanted or unwelcome conduct of a sexual nature, whether physical, emotional, verbal or non-verbal, by a person of the same or opposite sex towards another.
12) Student	Any person who is registered and/or enrolled as a student of SJV.
13) Victim	Any person who suffered from any form of Sexual Harassment.

2.2. Abbreviations:

2.2.1. **DC:** Disciplinary Committee
2.2.2. **SACBC:** Southern African Catholic Bishops' Conference
2.2.3. **SJV:** St John Vianney Seminary NPC
2.2.4. **SJVDP:** St John Vianney Seminary Disciplinary Procedure

3. POLICY PURPOSE

The purpose of this Policy is:

3.1. The prevention and management of sexual harassment at SJV.
3.2. The formalisation of the position and convictions of SJV on Sexual Harassment.
3.3. The implementation of a zero-tolerance approach to such activities, for affording potential Victims of Sexual Harassment an effective remedy against such behaviour, as well as ensuring:
  3.3.1. A prompt, thorough and objective investigation of every allegation of harassment.
  3.3.2. Provision of forums for lodging complaints on Sexual Harassments, which guarantee complete confidentiality and friendliness to the Victim.
  3.3.3. A reassurance to complainants on their protection against possibilities of reprisals and/or Victimisation.

4. SCOPE AND APPLICATION

This Policy applies to all SJV staff, employees, students, visitors and applicants (for employment or for admission as students), regardless of date, time or location.

5. RIGHTS

5.1. Complainants have the right to lodge a complaint in accordance with procedures stipulated in this Policy.
5.2. The Complainant is free to enforce his or her rights in terms of the Protection Against Harassment Act, which rights may include the right to a Protection Order and warrant of arrest, and the right to lodge a criminal complaint of ***crimen injuria***, assault, trespass,

extortion or any other offence which infringes someone's person or property. The Complainant may further initiate a civil claim for damages against the Accused him/herself.

5.3. SJV, however, shall not be held liable in any way whatsoever for any form of sexual misconduct committed by its employee or member of staff. All claims for damages shall be a ***direct*** and ***personal*** responsibility of the person guilty of the offence.

6. FORMS OF SEXUAL HARASSMENT

6.1. The Protection Against Harassment Act (No. 17 of 2011) defines Sexual Harassment as any:

6.1.1. **Unwelcome sexual attention** from a person who knows or ought to reasonably know that such attention is unwelcome;

6.1.2. **Unwelcome explicit or implicit behaviour**, suggestions, messages or remarks of a sexual nature that have the effect of offending, intimidating or humiliating the Complainant or a related person in circumstances;

6.1.3. **Expressed or implied promise of reward** for complying with a sexually-oriented request; and/or

6.1.4. **Expressed or implied threat of reprisal or actual reprisal** for refusal to comply with a sexually oriented request.

6.2. The following, which is not to be construed as exhaustive, are some of the examples of Sexual Harassment:

6.2.1. Physical conduct of a sexual nature: Unwanted physical contact, ranging from touching to sexual assault and rape, or frisking or strip searches by another person.

6.2.2. Verbal forms of Sexual Harassment: Innuendoes, suggestions and hints, sexual advances, comments with sexual overtones, sexual-related jokes or insults or unwelcome graphic comments about a person's body made in their presence or directed at them, unwelcome and inappropriate enquiries about a person's sex life, unwelcome and inappropriate comments about a person's sexual orientation, and unwelcome whistling directed at a person or group of persons.

6.2.3. Non-verbal forms of Sexual Harassment: Unwelcome gestures, indecent exposure, and unwelcome displays of sexually explicit pictures and objects.

6.2.4. Communication forms of a sexual nature: Exerting pressure on a person for dates and sexual favours.

6.2.5. *Quid pro quo* harassment: Takes places in the academic context if a lecturer undertakes or attempts to influence any academic decision-making process about good marks, academic honours, employment, promotion, training, or any other benefits, in exchange for sexual favours.

6.2.6. Sexual favouritism: When a person in a position of authority rewards only those who respond to her/his sexual advances, whereas other deserving employees who do not submit themselves to any sexual advances are denied a promotion, merit ratings or remuneration increases.

6.2.7. Sending or viewing jokes, pictures or other information by e-mail, the internet, or through any other information or communication medium in which the information is sexually explicit or ridicules a person's sexual orientation, or contains sexual innuendos.

7. WHAT DOES NOT CONSTITUTE SEXUAL HARASSMENT

For the purposes of clarity, and to avoid any possibility of misinterpretation and error in judgement, the following do not constitute Sexual Harassment:

7.1. Occasional compliments of a socially acceptable nature, accompanied by mutual consent.

7.2. Acceptable teaching methods, in a learning environment, aimed at eliciting and provoking debate and discussion for the sake of knowledge and academic development.

7.3. Mutual attraction and romantic relationship between people, provided:

7.3.1. It is not unduly influenced by the power differential between lecturers and the students they teach.

7.3.2. One of the partners is not in a position of authority, such as a lecturer falling in love with a student. Such a relationship is totally prohibited until after their formal teaching relationship has ended.

7.4. Any form of Sexual Harassment from a person in a position of power over the person against whom the harassment is directed. SJV considers this as an abuse of power which, in the disciplinary process, will be judged to be an aggravating circumstance.

8. ROMANTIC/SEXUAL RELATIONSHIPS

8.1. SJV strongly disapproves of romantic or sexual relationships between academic employees and students, even if the relationships:

8.1.1. Are consensual, and/or

8.1.2. Do not involve any position of authority, such as stipulated in 7.3.1, 7.3.2 and 7.4 above.

8.1.3. Do not involve a lecturer who is responsible for the supervision or evaluation of the student's work.

8.2. SJV equally strongly disapproves of romantic or sexual relationships between employees, even if they are consensual.

9. PROHIBITION ON RETALIATORY ACTS

9.1. In SJV, any form of retaliatory acts against any Complainant who reports the incident of Sexual Harassment, or any person who testifies, assists or participates in any reported Sexual Harassment proceeding, investigation and/or hearing relating to such, is strictly forbidden.

9.2. A breach of this prohibition constitutes grave misconduct, and is liable to appropriate penalty.

10. CONFIDENTIALITY

10.1. SJV recognises and respects the importance of confidentiality in matters relating to Sexual Harassment reports and proceedings.

10.2. To safeguard the same principle of confidentiality, only relevant SJV authorities, the Complainant, the Accused/Offender, their representatives, witnesses and interpreters may be present.

10.3. All parties present in the proceeding are bound to observe and respect the confidentiality and privacy of both the Complainant and the Accused/Offender to the extent that is reasonably possible.

10.4. Only under the compulsion of the Court Order, and in certain inevitable circumstances where the communal interest outweighs the individual one, can SJV yield to the suspension of the seal of confidentiality.

10.5. SJV shall disclose to either party or their representatives such information as may be reasonably necessary.

11. CRIMINAL AND CIVIL CHARGES

11.1. This Policy neither precludes nor limits the Complainant's right to initiate criminal or civil proceedings.

11.2. The Complainant has the right to institute separate criminal and/or civil charges against an alleged Accuser.

12. OFFENCES

All offences herein listed must be handled in accordance with the provisions of the SJV Disciplinary Procedure. This Policy defines the following acts as offences:

12.1. Voluntary and wilful engagement in any form of Sexual Harassment, directly and/or indirectly, expressly and/or by implication, physically and/or non-physically, verbally and/or non-verbally.

12.2. Intentional and wilful formulation and submission of a false claim and report of Sexual Harassment.

12.3. Direct or indirect engagement and/or involvement in any form of retaliatory act.

12.4. Subjection of a person to occupational detriment in relation to this Policy.

12.5. Failure by authorities to report Sexual Harassment.

12.6. Failure of parties involved in the Sexual Harassment case to treat the Sexual Harassment case with respect and utmost confidentiality.

12.7. Failure to comply with any other duty, rule or procedure as outlined in this Policy.

12.8. Failure to report the witnessed incident of Sexual Harassment.

12.9. Failure to cooperate with the investigation.

13. PROCEDURE

In addressing and handling the Sexual Harassment case, the following procedures will, in a sensitive, efficient and effective way, be followed:

13.1. Reporting the Incident and Initiating the Process

13.1.1. Sexual Harassment incident must be reported to the appropriate Contact Person specified below:

a) Contact Person for all students shall be the Dean of Students.
b) Contact Person for General Employees shall be the Human Resource Manager.
c) Contact Person for Academic Employees shall be the Academic Dean.
d) Contact Person for Formators shall be the President of SJV.
e) If any of the above is the accused, the incident shall be reported to the authority in the next level of seniority. ***For levels of seniority, refer to Annexure A of the "Grievance Policy" of SJV.***
f) Contact Person for accusations against the President of SJV shall be the Grand Chancellor of SJV.

13.1.2. In their absence of the ordinary Contact Persons listed in 13.1.1. a - e, or if other unforeseen circumstances dictate otherwise, any SJV staff member in a position of authority, without undue delay, and without fear of reprisals or Victimisation.

13.1.3. Sexual Harassment may be brought to the attention of the above authorities by the Complainants themselves or, if they are somewhat incapacitated, anyone who witnessed the incident or who acts on the request of the Complainant.

13.1.4. The Contact Person shall report the incident to the President of SJV. If the accused is the President of SJV, the Contact Person shall report to the Grand Chancellor of SJV, through the Secretary of the Southern African Bishops Conference **(SACBC)** or the Contact Person of the SACBC Protocol Committee.

13.1.5. Immediately after the incident has been reported, the President of SJV or his Deputised Representative shall initiate the process by:

a) Suspending the Accused, with full pay if the Accused is an employee, until the finalisation of the process.
b) Authorising the Chairperson of SJV Disciplinary Committee (DC) to convene the Formal Disciplinary Hearing according to the guidelines stipulated in the SJV Disciplinary Procedures (SJVDP 01/2019).
c) Pending the outcome of the investigation, informing both the Complainant as well as the Accused, in writing, as to the date of the hearing and nature of the allegation.

13.1.6. If it is necessary, the DC shall collect further evidence.

13.1.7. The SJV President shall refer all cases against SJV Formators and Academic Employees who are Priests of the Catholic Church the SACBC Protocol Committee.

13.1.8. The SJV Grand Chancellor shall refer cases against the SJV President to the SACBC Protocol Committee.

13.1.9. All cases of Formators and Academic Employees who are Catholic Priests shall be handled by Khanya House according to stipulations laid down in the SACBC Protocol on Sexual Misconduct, in collaboration with their respective Bishops and Superiors.

13.2. Investigating the Incident

13.2.1. For the sake of its integrity, and in keeping with its mission, SJV reserves the right to investigate alleged incidents of Sexual Harassment it becomes aware of, irrespective of whether or not a formal complaint was lodged, and even when the Victim is unwilling to pursue a complaint or cooperate with the investigation thereof.

13.2.2. After SJV has become aware of the incident, with the DC having been officially authorised by the SJV President to handle the case, all evidence necessary for the case shall be assembled by the same DC.

13.2.3. The duration of the investigation will depend on the nature of the case and other factors and circumstances. In the case of multiple Victims, for instance, individual interview of Victims will inevitably prolong the investigation period.

13.2.4. In reporting the case, the Complainant will be requested to complete a Pre-Investigation Form (***See Annexure A***) detailing the incident.

13.2.5. The investigation will start within three (3) days of receiving the complaint.

13.2.6. Prior to the commencement of the investigation, the Complainant will be informed about the internal SJV procedures available for addressing Sexual Harassment complaints.

13.2.7. The process of investigation will include:

a) Official interview with the Complainant(s) and witness(es),
b) Official interview with alleged Accused and witness(es),
c) The collection of all possible supporting documentation or other evidence in support of the case.

13.3. Disciplinary Hearing and Penalties

13.3.1. Sexual Harassment disciplinary hearing shall be handled in accordance with the SJVDP.

13.3.2. Penalties imposed must meet the demands of justice, and be proportionate to the gravity of the act, in accordance with the principles stipulated in SJVDP.

13.3.3. Since SJV is the Institution of the Roman Catholic Church, and is governed by its principles and values, Offenders may, in addition to this Policy, and in keeping with the demand of the universal and particular Law of the Church (Canon Law), according to the nature of the offence committed, be equally subject to the Sexual Harassment procedures stipulated either in the "Protocol for Church Personnel in Regard to Sexual Misconduct between Adults" (2002), or the "Protocol for Church Personnel in Regard to the Sexual Abuse of Children" (2004) of the SACBC.

13.3.4. In the case of the preceding 13.3.3, the case shall be handled by SACBC through Khanya House.

13.4. Assisting the Victim

13.4.1. Given the sensitive nature of Sexual Harassment, the possibility of the Complainant feeling helpless, disillusioned, demoralised and unable to initiate the process of lodging a complaint is not improbable. In such cases, SJV shall have a moral and legal duty to provide all necessary assistance to the Complainant and to initiate a preliminary investigation immediately.

13.4.2. In severe acts of Sexual Harassment, such as rape and sexual assault, SJV shall assist Victims to find medical help.

13.4.3. In cases where severe acts of Sexual Harassment take place during SJV closure periods, any member of SJV staff who is present at SJV will assist the Victim to find medical help and to lay a complaint at the South African Police Services.

13.5. Additional Sick Leave

13.5.1. Depending on the gravity of the Sexual Harassment, the Complainant may seek to apply for a leave, which must be duly granted.

13.5.2. If the Victim's sick leave entitlement has been exhausted, SJV will give due consideration in terms of set processes in cases of serious Sexual Harassment where the Victim on medical advice requires trauma counselling or other relevant medical attention.

13.6. Reassuring the Complaint

The Complainant will be reassured that s/he will not face any job losses as a result of the complaint or any adverse consequences if s/he chooses to follow either SJV Disciplinary Procedures or to lay criminal or civil charges against the Accused.

13.7. Informal Procedure and Case Resolution

13.7.1. Based on the nature and the gravity of the case, the SJVDC will advise the Victim on the appropriate procedures required to address the reported Sexual Harassment complaint. Either an attempt can be made to resolve the problem in a formal way, as stipulated above, or informally as shall be subsequently explained.

13.7.2. The Victim will be under no duress to accept one or the other option. The Victim is absolutely free to reject both options in favour of an alternative option of their choice.

13.7.3. The Informal Process may be sufficient for the Victim concerned to have an opportunity where s/he can explain to the person engaging in the unwanted conduct that the behaviour in question is not welcome, that it offends them or makes them uncomfortable, and that it interferes with their work or studies.

13.7.4. At this point, the relevant authority handling informal proceedings will also make sure that the Accuser/Offender is informed of the SJV Sexual Harassment Policy.

13.7.5. The Accuser/Offender will then be issued with the relevant warning, in accordance with the guidance stipulated in the SJVDP.

13.7.6. At the discretion of SJV, the Accused/Offender may also be earmarked to attend awareness workshops on the issues of Sexual Harassment and its negative impact on Victims.

13.7.7. If the informal approach fails to effect a satisfactory outcome, or to dissuade the offender from repeating the same offence, formal procedures stipulated above shall be initiated.

13.8. The Case of a Minor

13.8.1. Where the Complainant, Victim or Accused of the alleged Sexual Harassment is a minor, the parents and/or guardian is informed of the allegations and the processes implemented by SJV.

13.8.2. The minor is entitled to be represented by his or her parent and/or guardian and, where a Formal Process is implemented, the parties may make use of external legal representation on the provision that all the parties agree thereto, alternatively on condition that the DC suggest thus.

13.9. Withdrawal of the Case

A complainant may withdraw a charge after it has been filed, provided that the Accused agrees to the withdrawal.

14. ANNEXURES

Annexure A

SEXUAL HARASSMENT PRE-INVESTIGATION FORM (This Report Will Be Treated With Confidentiality) [PLEASE PRINT CLEARLY]			
[A] COMPLAINANT'S DETAILS			
COMPLAINANT'S DESIGNATION	☐ EMPLOYEE ☐ STUDENT ☐ OTHER		
SPECIFY OTHER:			
RELATION TO THE RESPONDENT:			
SURNAME:			
FIRST NAME(S):			
ID / PASSPORT NUMBER:		STUDENT NUMBER:	
POSTAL ADDRESS:			
CONTACT DETAILS			
LANDLINE 1:		CELL 1:	
FAX: 1		CELL: 2	
EMAIL 1:			
EMAIL 2:			
POSTAL ADDRESS:			
ALTERNATE CONTACT DETAILS			
FULL NAME:			
LANDLINE:		CELL:	
FAX:		EMAIL:	
POSTAL ADDRESS:			
PREFERRED METHOD OF CONTACT:	☐ PHONE ☐ EMAIL ☐ FAX		
DATE COMPLAINT LODGED:			
[B] DETAILS OF COMPLAINT / GRIEVANCE			
RESPONDENT'S SURNAME:			
RESPONDENT'S FIRST NAME(S):			
DATE OF INCIDENT:			
NUMBER OF WITNESSES:			
FACTS REGARDING THE INCIDENT			
COMPLAINANT'S SIGNATURE:			
ATTACHMENT: YES ☐ NO ☐		NUMBER OF ATTACHMENTS:	
[C] DETAILS OF PROCEDURES FOLLOWED PRIOR TO LODGING THE COMPLAINT			
Have you followed any other procedure?	☐YES ☐NO		
If Yes, please describe what steps have been taken:			

[D] CONSENT TO PROCESS PERSONAL INFORMATION IN TERMS OF THE PROTECTION OF PERSONAL INFORMATION ACT

I, the undersigned, hereby confirm that the personal information ("PI") contained herein were furnished by myself directly and personally and that it is accurate, true and in no way misleading.

I acknowledge and confirm that the PI is specifically required and necessary to comply with obligations imposed by Law and in order to act in my interest and that the processing of such PI is, therefore, necessary for the proper performance of duties and governance and therefore adequate, relevant and not excessive under the circumstances.

I understand that, under the circumstances, the furnishing of the PI is mandatory and that failure and/or refusal to supply the PI may result may hamper the process of assisting me. I further understand that the PI will be treated confidentially.

I confirm that I am aware of my right to object to the collection of PI; the right to the PI not being used to infringe my privacy; the right to withdraw the consent to process the PI at any time, and the right to gain access to the PI supplied for purposes of rectification thereof.

Signature of the Complainant: _____

Signed at _____ (*place*) **on this** _____ (*date*)

[E] OFFICIAL USE ONLY	
RECEIVED BY:	
FILE / CASE NUMBER:	
DATE RECEIVED:	
ADJUDICATOR:	
ACTION TAKEN:	
DATE OF ACTION TAKEN:	
ADJUDICATOR'S SIGNATURE:	

XIII) STAFF EQUITY POLICY - (SEP 01/2019)

1. PREAMBLE

1.1. St John Vianney Seminary NPC (*hereinafter referred to as "SJV"*) recognises the importance of employment equity in the realisation of its mission in South Africa. It understands the need to adapt its employment practices and policies to conform with the provisions of the stipulations of the democratic Constitution of the Republic of South Africa, the Employment Equity Act (55 of 1998), the Skills Development Act (97 of 1998), the Basic Conditions of Employment Act (3 of 1983), the Higher Education Act (101 of 1997), the Labour Relations Act (66 of 1997) and other relevant legislation.

1.2. SJV acknowledges that diversity in its staff adds an immeasurable value to the educational experience of both its diverse student population, as well as the institution as a whole.

1.3. Acknowledging the multicultural composition of the South African society, SJV respects the rights of all persons and vows to resist their subjection to unfair discrimination on the basis of any of the listed or unlisted grounds in section 9 of the Constitution.

1.4. For the purposes of this Policy, SJV particularly recognises its moral and legal obligations in terms of the Employment Equity Act, and understands that the primary purpose of the legislation is to advance transformation through setting targets for achieving equity in staffing. It therefore recognises that, in realising the stipulations of the Equity Act, certain practical measures need to be developed for the achievement of equity in the employment of designated groups, namely, Africans, Coloureds, Indians, women and persons with disabilities, and for the promotion and appointment of the same groups.

1.5. Without prejudice to the SJV standard criteria, that every appointment be on the basis of academic and professional excellence, and the *sine qua non* condition that every recommended candidate must satisfy the requirements for the appointment, SJV strives to ensure that people of all races, women and persons with disabilities become equal competitors for every post.

1.6. Employment Equity Policy, far from being a threat, is in-fact a key element in recognising, appreciating, managing and harmonising diversity in a balanced way. It respects and enhances the SJV values of academic freedom and autonomy, equity, integrity and excellence.

2. POLICY OBJECTIVES

SJV is committed to the following objectives:

2.1. To ensure a balanced reflection of the diverse demographic character of South Africa in relation to staff and learner representation.

2.2. To redress past inequities, eliminate all forms of unfair discrimination and to take corrective and affirmative actions to remedy inequitable under-representation of certain groups and the lack of diversity in the composition of its staff, thus ensuring the equitable remedy of the legacy of past discriminatory practices and policies.

2.3. To be a democratic institution that is non-racial and non-sexist, and which does not unfairly discriminate on the basis of nationality, religion, sexual orientation, cultural identity, pregnancy, marital status, family responsibility, ethnic or social origin, age, disability, HIV/AIDS status, conscience, belief, political opinion, culture, language, and birth

2.4. To create, promote and maintain an environment that empowers all its staff and students to actualise their highest potential without fear of prejudice or bias.

2.5. To create an academic environment that contributes to the above

3. POLICY APPLICATION

This Policy applies to all SJV staff, employees (permanent and non-permanent) and students.

4. GUIDING PRINCIPLES

For the purpose of realising the objective of creating an equitable work environment for all its staff members, this SJV Policy is based on, and must be interpreted and implemented in accordance with, the following principles:

4.1. Fairness

4.1.1. The duty and responsibility of ensuring equitable representation of designated groups in all employment categories and levels must be fulfilled in a fair manner, taking into account and balancing all relevant interests and considerations of diverse groups, including the employment interests and legitimate aspirations of all, SJV's commitment to academic excellence, and the need for managerial and administrative efficiency.

4.1.2. The implementation of this principle must be cognisance, *inter alia*, of the special weight that must be accorded to the legal and moral duty of SJV to participate in the nation-wide call to redress employment-related injustices historically suffered by certain groups, as well as the need to progressively address their underrepresentation in all employment categories and levels.

4.2. Respect

The culture of respect for human dignity, sensitivity and a sense of belonging must be enhanced and promoted, irrespective of background and traditions.

4.3. Non-Marginalisation

4.3.1. Equal opportunity for the contribution of all must be enhanced.

4.3.2. Every effort must be done to avoid the discriminatory culture of excluding or marginalising certain individuals or groups.

4.4. Empowerment

Barriers to the full utilisation and actualisation of the individual potential of all appointees must be removed.

4.5. Transparency

4.5.1. All measures, decisions and implementations relating to employment must be transparent.

4.5.2. Transparency includes the duty to rationally and adequately justify such measures, decisions and implementations to interested parties.

4.6. Accountability

The SJV President, Vice President, Academic Dean, Registrar, Human Resource Manager and Heads of Departments are co-jointly accountable for the successful implementation of this Policy.

4.7. Communication and Consultation

4.7.1. In line with its commitment to transparency, SJV must ensure that all policies, programmes and procedures relating to employment equity are developed on a consultative basis with all stakeholders.

4.7.2. All interested parties must be afforded a reasonable opportunity to participate in the review of this Policy.

4.8. Resources

SJV shall ensure that adequate financial, and other relevant, resources are made available for the support and realisation of this Policy, subject to the norm of affordability and financial sustainability.

5. EQUAL OPPORTUNITY AND EQUITY IN THE WORKPLACE

SJV supports the principle of employment equity in the workplace, and is committed to redress past inequities and to promote equal opportunities for all, through the following means:

5.1. Ensuring that recruitment and selection processes are accessible to all people: white, black, women and persons with disabilities.

5.2. Ensuring that SJV procedures and policies do not discriminate on the basis of race, gender, religion and marital status.

5.3. Provide appropriate support, training and development initiatives for all staff

6. SUPPORTIVE WORK ENVIRONMENT

In order to create and maintain a supportive work environment, SJV shall:

6.1. Demonstrate commitment on all levels to the objectives and goals of this Policy.

6.2. Develop programmes designed to advance understanding and sensitivity of diversity.

6.3. Establish a flexible and accommodating work environment and arrangements.

6.4. Develop Codes of Conduct addressing issues of equity, discrimination and harassment.

6.5. Develop communication structures which will ensure effective communication by, and consultation of, all stakeholders, and ensure compliance with the disclosure of information principle.

7. LEARNER BODY DIVERSITY

7.1. SJV is committed to admit and enrol into its programmes all groups of learners in their diversity.

7.2. No learner shall be unfairly discriminated on the grounds of race, sex, class, age, religion, sexual preference and/or orientation, physical ability, political affiliation and/or creed.

7.3. Recognising that certain race groups were previously disadvantaged, and were historically systematically excluded from possibilities of decent education and certain managerial positions, SJV is committed to ensuring the creation of proactive measures for contributing towards redressing these past inequalities and hindrances.

7.4. SJV maintains a learning environment conducive for all South African groups in their diversity. This is achieved in the following manner:

7.4.1. SJV lecturers should ensure that learner diversity is respected and harnessed, and that programmes, assessment processes and learning activities are sensitive to diverse groups and practically contribute to resolving problems that may arise out of diverse groupings.

7.4.2. Logistical arrangements should equally ensure that it accommodates the needs of a diverse learner body.
7.4.3. The SJV Recognition of Prior Learning (RPL) Policy and Process aim at accommodating and achieving a diverse learner body by allowing participation in more advanced courses to which they were previously denied access.
7.4.4. The selection process should be mindful of the SJV intention to contribute to the redressing of past and present inequities.
7.4.5. Without attempting to discriminate against any individual, attempts to provide previously disadvantaged individuals with a learning opportunity should be regarded.
7.4.6. The development and review of curricula and assessments must reflect and accommodate diverse groupings.
7.4.7. Care should be taken to ensure that dates of learning programmes and time-tables do not disadvantage individuals of different religions. If the date of the learning programme cannot be changed, due to some inevitable factors, the Heads of Departments should allow for alternative arrangements with the affected individual(s).

8. IMPLEMENTATION OF THE POLICY

The responsibility for the implementation and monitoring of this Policy, as well as for achieving the objective herein stipulated, rests with the SJV President, the Vice President, Human Resource Manager, the Academic Dean, Registrar and the Heads of Departments.

XIV) POLICY ON SMOKING - (PS 01/2019)

1. PREAMBLE

1.1. St John Vianney Seminary NPC (*hereinafter referred to as "SJV")* recognises and adheres to its legal and moral obligation to comply with the regulations stipulated in the Tobacco Products Control Amendment Act (*hereinafter referred to as "The Act"*) and other relevant legislations.
1.2. The Act prohibits the smoking of tobacco products in any public place.
1.3. The SJV Policy on Smoking applies to all staff members, employees, internal and external students and all SJV visitors.
1.4. It is the responsibility of all those in managerial and administrative positions to ensure that everyone within SJV adheres to this policy.
1.5. It is equally the responsibility of every individual in SJV to respect the rights of others by strictly adhering to this Policy.

2. AIM AND PURPOSE OF THE POLICY

The aim and purpose of this Policy is to encourage a healthier and more productive environment, as well as curb the possibility of conflict within the SJV compound.

3. OBJECTIVES OF THE POLICY

3.1. SJV has a legal and moral duty to take care of, and protect, its employees, staff, students and visitors. This Policy therefore considers and accommodates the needs of both smokers and non-smokers, and to provide all those within the confines of SJV with a safe and healthy working and learning environment.
3.2. This Policy is not geared towards punishing smokers, but ensuring the protection and improvement of the health of all staff members, employees and students.
3.3. The aim and purpose of the SJV Policy on Smoking, therefore, are to:
3.3.1. Ensure compliance with the Act and all relevant legislations and regulations.
3.3.2. Ensure the health of staff members, employees, students and visitors by protecting them from the smoking-related health hazards and complications that may result from passive smoking.
3.3.3. Protect non-smokers from involuntary exposure to passive smoking.
3.3.4. Establish a smoke-free environment for non-smoking staff members, employees, students and visitors.
3.3.5. Regulate smoking by establishing restricted smoking zones

4. DESIGNATED NON-SMOKING AREAS
   - **4.1.** SJV considers and respects everyone's rights to choose whether or not to smoke.
   - **4.2.** Equally recognised by SJV is the moral and legal obligation to protect non-smokers and the SJV environment.
   - **4.3.** To balance between the two, the following rule and prohibition shall be respected and adhered to:
     - **4.3.1.** All the SJV buildings are designated as non-smoking areas.
     - **4.3.2.** There shall be no smoking within the confines of all the SJV buildings.

5. DESIGNATED SMOKING AREA
   - **5.1.** There are only two designated and well-marked areas of smoking in SJV:
     - **5.1.1.** The designated spot, outside the buildings, next to the soccer field.
     - **5.1.2.** The designated spot, outside the buildings, next to the parking lot in the north eastern side of the main building.
   - **5.2.** There shall be no smoking anywhere else outside the designated areas.

6. **DISCIPLINARY PROCEDURES**

   Failure to adhere to the stipulations of this policy, by smoking in prohibited areas, constitutes grave misconduct and shall lead to disciplinary action taken against offenders, in accordance with SJV "Disciplinary Procedures".

7. **IMPLEMENTATION AND MONITORING OF THE POLICY**
   - **7.1.** All SJV personnel in authority shall be responsible for facilitating the implementation of this Policy.
   - **7.2.** The Human Resources Manager shall specifically be responsible for the review of concerns, complaints, or questions about the application of this Policy as referred to them by management or staff.

XV) STUDENTS' FEEDBACK POLICY - (SFBP 01/2019)

1. PREAMBLE

- **1.1.** Student Feedback on modules, lecturers and programmes is an important central process aimed at the support and promotion of teaching at St John Vianney Seminary (SJV). Changes to existing Student Feedback documentation are necessitated by changes in the national and local higher education context, as well as changes in the operational side of the Student Feedback system.
- **1.2.** It is the aim of this policy proposal to review and summarise in one document the existing policy and procedures with regard to obtaining and utilising Student Feedback on modules, lecturers and programmes.

2. FUNCTIONS OF STUDENT FEEDBACK HAS THESE OBJECTIVES:

- **2.1.** To help lecturers to improve their own teaching.
- **2.2.** To assist academic personnel and departments with decisions regarding their approach to the modules and programmes that they offer.
- **2.3.** To involve and empower students in order to promote learning.
- **2.4.** To ensure the quality of teaching and learning.
- **2.5.** To serve as a possible additional source of information during performance assessment processes.
- **2.6.** To help with the identification of outstanding lecturers, and the documentation of excellence in teaching.
- **2.7.** To serve as an additional source of information for quality assurance purposes.

3. POINTS OF DEPARTURE

The following points of departure form the basis for obtaining and utilising Student Feedback at SJV. The use of Student Feedback should firstly, aim to empower individual lecturers to improve their teaching.

Only thereafter should feedback be used for any other purpose, and then with great circumspection. In view of this, it is assumed that:

3.1. It may be necessary to support lecturers (especially inexperienced lecturers) with interpreting and utilising Student Feedback results in order to optimise the role feedback could play in the development of individual teaching.

3.2. Student Feedback data could be useful when drawing up suitable staff development plans for teaching staff. However, it is essential to handle the data in context and to use data in conjunction with other data sources.

3.3. The reliability of Student Feedback results could be affected by various factors (size of the class group, percentage of class attendance, the time of obtaining feedback, etc.) These and other factors that could influence the results should be taken into account when interpreting the results.

3.4. Student Feedback should never, for whatever purpose, be used without being tested, in isolation, or out of context, as various factors may influence the reliability of the information.

3.5. SJV accepts that students are entitled to their opinions and that information.

3.6. Students are expected to approach the feedback process responsibly.

3.7. As students give feedback anonymously, the feedback method allows students to express their opinions freely, without fear of retribution or risk of misrepresentation of the results. The way in which feedback is obtained should be relevant to the purpose and the situation.

3.8. The office of the Academic Dean is responsible for obtaining Student Feedback, in collaboration with Class Representatives.

4. ST JOHN VIANNEY SEMINARY'S APPROACH

4.1. The use of electronic feedback is strongly recommended, especially in modules with large student numbers. Electronic feedback allows not only for greater flexibility, but also costs less to administer and can be obtained quicker. However, it is accepted that in some environments, a paper-based process will remain the most suitable one. SJV therefore supports parallel systems of electronic and paper-based Student Feedback.

4.2. SJV distinguishes between Student Feedback obtained upon completion of the teaching process (in the module or programme) and Student Feedback obtained during the teaching process.

4.3. Where Student Feedback is obtained every second year upon completion of the process, as stipulated in this policy, the feedback results are made available to the office of the Academic Dean. This does not apply to newly appointed lecturers who request feedback in order to develop their own teaching within their first year of appointment (see 5.3.1 below).

4.4. Where Student Feedback is obtained during the teaching process, the results are not made available to the office of the Academic Dean, unless requested. Small changes made early in the teaching process could help motivate students and promote student learning. Students usually also appreciate both the opportunity to express their opinions during the teaching process, and the fact that staff elicit their opinions in this way. It is therefore strongly recommended that feedback be obtained during the teaching process, but it is not a requirement.

4.5. Official Student Feedback at SJV is obtained in one of three formats:

- 4.5.1 On Teaching Programmes
- 4.5.2 On Modules
- 4.5.3 On Lecturers

5. STUDENT FEEDBACK MANAGEMENT

5.1. Student Feedback is handled Confidentially. This simply implies that:

5.1.1. The results of Student Feedback on lecturers and modules are made available to the Academic Dean and, where need be, to the Heads of Departments.

5.1.2. The results of Student Feedback on Learning and Teaching programmes are made available to the Programme Coordinator by the Academic Dean.

5.1.3. At his/her discretion, the Academic Dean:

5.1.3.1 May provide the students and other stakeholders with the relevant information in a suitable manner.

5.1.3.2 Where necessary, launch follow-up actions.

5.1.3.3 May make available, to the relevant students, the general results of Student Feedback with regard to modules and programmes, provided that each Department makes arrangements

in conjunction with the relevant Student Committees for the release of such general feedback, and that these arrangements ensure that all students have access to the information (Results with regard to lecturers' teaching ***shall not*** be made available in this manner).

5.1.3.4 Students who participate in the feedback process will remain anonymous.

5.1.4. Student Feedback will be obtained via the following questionnaires:

5.1.4.1 Undergraduate Module Questionnaire

5.1.4.2 Questionnaire on Lecturers

5.1.4.3 Questionnaire on Learning and Teaching Programmes

5.1.4.4 Postgraduate Module Questionnaire

5.1.4.5 Lecturer Feedback

5.1.5. The questionnaires on modules, lecturers and programmes are completed by students, while lecturers give their feedback on the Lecturer Feedback. Postgraduate students use a specific questionnaire to give feedback on the module.

5.1.6. Themes in the Undergraduate Module and Postgraduate Module questionnaires are as follows: module content, relevance, assessment, feedback on assessment, assessment guidelines, sources of learning, learning spaces, workload, structure and generic skills.

5.1.7. Themes in the Questionnaire on Lecturers are; lecturer's presentation style, organisation, group interaction, academic value and fairness.

5.1.8. The Questionnaire on Learning and Teaching Programmes obtains information on the following aspects: the extent to which the programme outcomes have been achieved, coherence, relevance, focus, depth and breadth of the programme, and the extent to which the SJV general objectives regarding learning and teaching programmes have been achieved.

5.1.9. The Academic Committee can also assist in the development of other methods of obtaining Student Feedback.

5.2. Stipulations for obtaining and handling Student Feedback:

5.2.1. A lecturer should never be involved in the distribution or collection of questionnaires during the feedback process of a module which he/she teaches.

5.2.2. Student Feedback is handled confidentially by the office of the Academic Dean which distributes and collect the questionnaires, and is responsible for the processing of the data.

5.2.3. In the case of learning and teaching programmes, feedback is obtained as near as possible to the end of the programme.

5.3. Student Feedback is obtained at the following frequency:

5.3.1. Student Feedback on the lecturing of newly appointed lecturers is only required in the second year after appointment. Feedback may be obtained during the first year following appointment, with the view of using it as a follow-up consultation with Academic Dean to discuss the results and possible support.

5.3.2. The Academic Dean must ensure that Student Feedback on all modules and lecturers is obtained every second year.

5.3.3. In special circumstances, the Academic Dean may decide to request Student Feedback on an academic staff member and module before the expiry of the two-year period, or to allow a longer period between the feedback opportunities.

5.3.4. Student Feedback on learning and teaching programmes is obtained at the end of each semester. Final-year students participate in the survey. Heads of Departments are responsible for overseeing this feedback process. To ensure statistical reliability, class attendance should be high during the survey (completion of the compulsory questionnaire). Programme coordinators should determine during which core modules most final-year students that are enrolled for a specific programme will be present.

5.4. In order to give all students the optimal opportunity to give feedback on their modules and lecturers, the core questionnaire shall always be available in English.

5.5. In order to give all lecturers the opportunity to reflect on their own experience of teaching a module and placing Student Feedback results in context, a structured questionnaire is provided for completion by lecturers during Student Feedback. The completed form is submitted together with the completed Student Feedback questionnaires and is attached to the copies of the Student Feedback report that are sent to the office of the Academic Dean.

5.6. The Academic Dean reports on the use of Student Feedback in their environments according to the agreed requirements.

5.7. SJV has vested in Academic Dean's expertise and facilities to provide a service to the Seminary

community with regard to Student Feedback. The Academic Dean can also play a supporting role with regard to the analysis and interpretation of Student Feedback (e.g. the identification of general trends), feedback to academic staff, and recommendations on suitable follow-up actions. In cases where feedback on a module or lecturer is negative, Heads of Departments are encouraged to utilise the Academic Dean's consultation services and expertise to provide that lecturer with support and to undertake suitable training actions.

5.8. The Academic Dean has the following responsibilities with regard to questionnaires:

5.8.1. To provide a service with regard to the design and reproduction of Student Feedback forms and to ensure that these forms meet the required technical criteria for scanning.

5.8.2. Where feedback is obtained electronically, Academic Dean is responsible for drawing up the electronic questionnaires, giving users access to obtain the feedback electronically, and extracting, processing and securely storing the data.

5.8.3. Provide forms to Departments on request. However, the Departments requesting the forms are responsible for distributing the forms to staff. On request from Departments, the Academic Dean will make arrangements to obtain feedback electronically.

5.8.4. Process Student Feedback forms that were completed upon completion of the module, whereupon a Student Feedback report is made available to the lecturer concerned. Reports are provided electronically and in hard copy to the lecturer concerned. Access to Student Feedback for previous years will also be provided.

5.8.5. With the view to obtaining feedback during the presentation of modules ***(this is exclusively aimed at teaching development)***, an "open" response sheet may be used. These forms are available from the office of the Academic Dean, and the results can be processed electronically. Lecturers draw up their own questionnaires for this purpose.

5.9. Stipulations for the use of Student Feedback data for research purposes. The primary aim of the Student Feedback process is to contribute to the development of teaching and staff. Student Feedback data can also make a contribution to institutional learning with a view to enhancing teaching efficacy at either programme or institutional level.

5.10. Only aggregated Student Feedback data may be used for this purpose, on condition that information regarding response rates, reliability, validity and time when the feedback was collected, be supplied at all times. Under no circumstances may the protection of the identity of students and lecturers be compromised by the use or publication of Student Feedback data.

5.11. The following criteria apply for both internal and external use of Student Feedback data for research projects such as postgraduate studies, conference presentations and publications:

5.11.1. In the case of postgraduate studies, a research protocol must be approved by the applicable Department. The research protocol must also indicate which security mechanisms will be used in order to protect the confidentiality of data;

5.11.2. Full ethical clearance for the research project must be obtained via the appropriate committee(s); and

5.11.3. Approval for the use of the SJV's databases must be obtained from relevant authorities.

XVI) TEACHING AND LEARNING POLICY - (TLP 01/2019)

1. PREAMBLE

1.1. The purpose of the Teaching and Learning Policy **(TLP)** of St John Vianney Seminary **(SJV)** NPC is to define the teaching and learning ethos and clarify how this is enacted. The policy takes the external context, including National Higher Education Policy, and quality goals into account.

1.2. In the internal context, the vision, mission and values of SJV, the strategic priorities as embodied in the strategic plan of SJV serve as directives for this policy.

1.3. TLP complements, and is to be read in conjunction with, other SJV Policy initiatives such as the Examinations Policy, Quality Assurance Policy, the Moderation Policy, the Language Policy, and any other relevant policies. In addition, matters in respect of Recognition of Prior Learning, staff development, student development and success, and student admission and accessibility will also be taken account of in this Policy.

1.4. TLP applies to all staff and students in both undergraduate and postgraduate academic programmes of SJV.

2. SCOPE, VALUES AND AIM OF THE POLICY

2.1. TLP is underpinned by the premise that the essence of SJV lies in the generation, unlocking and application of analytical scientific knowledge, methods and competencies. This encompasses general formative, career-oriented *(or professionally oriented)* teaching and learning, and basic as well as applied research.

2.2. SJV's teaching and learning are founded on scholarship and scientific know-how, instilling critical-analytical thinking in students.

2.3. To attain the SJV values, the TLP strives to create an ethos of placing a high premium on maintaining and enhancing high academic standards, ethics and equitability in teaching and learning activities. In striving to attain these values, the following are pursued:

2.3.1. Promotion of intellectual, social, cultural and ethical learning environment. This implies that teaching and learning at SJV contribute to the promotion of all forms of knowledge and scholarship, respect creativity and innovation, and promote research.

2.3.2. Recognition of high academic and professional standards, values and integrity.

2.3.3. Enhancement of key quality improvement priorities with regard to teaching and learning.

2.3.4. Appreciation of diversity.

2.3.5. Endorsement of the underlying principles of a just society, founded on human dignity, freedom, equity, respect for religious freedom, freedom of speech and expression, and tolerance for the ideas of others.

2.3.6. To give students the opportunity to study the relevant problems and issues within South Africa at an advanced, multidisciplinary level.

2.4. The overarching aim of this policy is to strive for excellence in teaching and learning practices, in order to optimise student learning.

2.5. The statements included in the policy establish the basis and framework for conduct and best practice related to teaching and learning, which will ensure that:

2.4.1. Students develop the skills to contextualise, argue and reason, and to conduct research.

2.4.2. Programme delivery inculcates in students the desire to learn, and promotes active development of critical thinking skills, decision-making skills and an enquiring mind, that is, curiosity-driven learning.

2.4.3. Students are guided and supported in their learning to achieve academic excellence.

2.4.4. Teaching and learning take place through academic programmes of high quality.

2.4.5. Programmes and modules are effectively and efficiently designed and delivered.

2.4.6. Academics are supported in their teaching and learning practices.

2.4.7. Higher Education Quality Committee **(HEQC)** criteria for teaching and learning (both programme accreditation and institutional audit) are adhered to.

2.4.8. Standards and requirements of relevant professional councils are pursued.

2.4.9. The critical reading and writing skills of students are developed, supported and advanced as a fundamental part of academic activities.

3. THE TEACHING AND LEARNING APPROACH/ METHODS

3.1. SJV strives to promote a learning-centred and knowledge-based teaching and learning environment. Teaching and learning activities primarily take place within academic programmes and guide students to attain specific outcomes:

3.1.1. A learning-centred approach is one in which not only lecturers and students, but all sections and activities of SJV work together in establishing a learning community that promotes a deepening of insight and a broadening of perspectives with regard to learning and the application thereof.

3.1.2. An outcomes-oriented approach implies that the following categories of outcomes are embodied in the academic programmes:

3.1.2.1. Culminating outcomes that are generic with specific reference to the critical cross-field outcomes, including problem identification and problem-solving, co-operation, self-organisation and self-management, research skills, communication skills, and the application of science and technology.

3.1.2.2. Empowering outcomes that are specific, that is, the context specific competencies students must master within specific learning areas and at specific levels before they exit or move to the next level.

3.1.2.3. Discrete outcomes of community service learning to cultivate discipline appropriate competencies.

3.1.3. As one of the core functions of an education institution, teaching and learning should be underpinned and enhanced by both disciplinary and appropriate educational research. SJV

supports the notion that scholarly research forms the foundation of teaching and learning, and that the involvement of academic staff in research contributes to the quality of teaching. In addition, SJV actively strives to promote a research culture within which a critical-analytical approach and competencies can be developed in students at the undergraduate level.

3.1.4. Teaching and learning should also give effect to community service in the form of community service learning and take account of an Africa orientation.

4. FUNDAMENTAL PRINCIPLES UNDERPINNING TEACHING/LEARNING

4.1. SJV accepts that students' learning is influenced by a number of factors, including their previous educational experience, their cultural background, their perceptions of particular learning tasks and assessments, as well as discipline contexts.

4.2. Students learn better when they are actively engaged in their learning, rather than when they are passive recipients of the transmitted information and/or knowledge. A learning-oriented culture that acknowledges individual student learning styles and diversity and focuses on active learning and student engagement, with the objective of achieving deep learning outcomes and preparing students for lifelong learning, is seen as the ideal.

4.3. Effective learning entails the engagement of students as active participants in the learning process, while acknowledging that all learning must involve a complex interplay of active and receptive processes, the constructing of meaning by the student, and learning with and from others.

4.4. These principles are supported through the use of an engaged learning approach that involves interactive, reflective, cooperative, experiential, creative or constructive learning, as well as conceptual learning.

4.5. An effective teaching and learning environment is created by:

4.5.1. Exposure of students to high-level challenges that will raise the standard of expected performance.

4.5.2. Encouraging students' active involvement and engagement in the learning process by moving away from one-way content delivery to increasing interaction.

4.5.3. Ensuring clarity of focus through clearly articulated outcomes as well as short-term and long-term aims at every stage of the teaching and learning process.

4.5.4. Nurturing students' independence and interdependence, self-direction and self-regulation.

4.5.5. Providing flexible and expanded opportunities for all students to achieve success.

4.5.6. Enriching the learning environment through diversity.

4.6. Effective teaching and learning approaches are supported by:

4.6.1. Well-designed and active learning tasks or opportunities to encourage a deep, rather than a surface, approach to learning.

4.6.2. Content integration that entails the construction, contextualisation and application of knowledge, principles and theories rather than the memorisation and reproduction of information.

4.6.3. Learning that encourages students to build knowledge by constructing meaning for themselves.

4.6.4. The ability to apply what has been learnt in one context to another context or problem.

4.6.5. Knowledge acquisition at a higher level that requires self-insight, self-regulation and self-evaluation during the learning process.

4.6.6. Collaborative learning in which students work together to reach a shared goal and contribute to one another's learning.

4.6.7. Community service learning that leads to collaborative and mutual acquisition of competencies in order to ensure cross cultural interaction and societal development.

4.6.8. Provision of resources such as information technology and library facilities of high quality to support an engaged and blended teaching and learning approach.

4.6.9. A commitment to give effective teaching and learning in innovative ways.

4.6.10. Establishing a culture of learning as an overarching and cohesive factor within institutional diversity.

4.6.11. Teaching and learning that reflect the reality of diversity.

4.6.12. Taking multi-culturalism into account in a responsible manner that seeks to foster an appreciation of diversity, build mutual respect and promote cross-cultural learning experiences that encourage students to display insight into and appreciation of differences.

5. POINTS OF DEPARTURE FOR IMPLEMENTING EFFECTIVE TEACHING LEARNING

5.1. Quality teaching, to induce effective learning, is characterised not only by an active involvement, but also by a self-directed and self-regulated approach to learning. Effective learning presupposes a learning process that allows students to become active participants, directing their own learning. Efforts to attain such active involvement should be contextualised and included at curriculum and module level.

5.2. Teaching and learning encompasses the broader system, comprising curriculum development, programme delivery, stated outcomes, the learning environment, and assessment of learning.

5.3. SJV should empower students to reach their full potential by doing the following:

5.3.1. Providing an effective, supportive and sustainable learning environment for all students.

5.3.2. Building contextually on students' existing frames of reference to optimise the learning experience.

5.3.3. Developing lifelong learners who will be enquiring, creative, informed and responsible members of society.

5.3.4. Encouraging a rich cultural, social and ethical environment that provides for students from different languages, cultural, socioeconomic and educational backgrounds, as well as students with disabilities.

5.4. Curriculum Development

Curricula should provide a focused framework for knowledge production, application and innovation. Curricula should therefore:

5.4.1. Acknowledge the significance of a systematic approach to the quality of programmes and ensure their fitness for purpose.

5.4.2. Contribute to the acquisition, construction and application of knowledge, based on the pursuit of relevance, scholarship and intellectual investigation at different levels of human comprehension and insight.

5.4.3. Take cognisance of diversity and differentiation with a view to addressing local and national needs regarding social and economic development.

5.4.4. This implies that the students have to develop foundational competence (i.e. theoretical knowledge), practical competence (i.e. the practical application of knowledge), and reflexive competence (i.e. reflecting on the relationship between foundational and practical competence) within an integrative framework.

5.5. Outcomes

Standards are connected with outcomes (i.e. generic, specific and career-relevant outcomes), as well as assessment procedures aimed at the relationship between skills, knowledge and attitudes. Outcomes indicate a clear and focused justification of those insights and competencies a student ought to possess on the basis of the successful completion of a learning process. In particular, this refers to:

5.5.1. The unlocking and deepening of logical-analytical (i.e. scholarly) insights – a process in which identification and distinguishing serve conceptualisation, argumentation and the evaluation of all facets of the human being and his world.

5.5.2. Establishing scholarly insights ought to be embedded in, and ought to lead to, a broad awareness of norms of life and the fact that everyone functioning within society has to be responsible and accountable, keeping in mind that, although a person can assume various roles in society, his/her life can never be totally taken over by anyone of them.

5.5.3. The acquisition of the capacity to act skilfully in the service of the diverse walks of life within society.

5.6. Programme Delivery

For programmes to be educationally accountable, internal institutional processes should be followed to ensure the quality of programmes. Learning activities and opportunities must be learning- and student-centred, and should:

5.6.1. Create learning-centred learning experiences by engaging students themselves and the broader SJV community in students' learning.

5.6.2. Provide the means to equip students, on a lifelong basis, with competencies, potential and intellectual independence and interdependence.

5.6.3. Utilise a variety of innovative programme delivery methods and strategies, such as engaged learning, collaborative learning, experience-based learning, problem-based learning, reflective learning, community service learning, resource-based learning, group work and directed self-study, which serve to advance deep lifelong learning.

5.6.4. Exploit partnerships with other institutions/experts/communities for the delivery of formal and non-formal programmes to the students' advantage.

These guidelines respect and take into account the international trends in programme planning, as well as the development of national policy imperatives in respect of programme offerings.

5.7. Learning Environment

5.7.1. The infrastructure and physical facilities should promote innovative teaching methods and techniques and optimally utilise available expertise, also across departmental and institutional boundaries.

5.7.2. SJV seeks to provide a learning environment that fosters intellectual stimulation, creativeness and innovation. In order to achieve this, the learning environment should:

a) Integrate theory and practice to be responsive and relevant with regard to existing social, economic, political and environmental issues.
b) Make provision for teaching and learning initiatives that create optimal favourable opportunities for learning and the construction of knowledge.
c) Develop attitudes of critical intellectual enquiry and discovery.
d) Prepare students for continued learning in a world of rapidly developing technology and information expansion.
e) Intensify an international perspective to enable students to live and work effectively in an increasingly global society.

5.8. Learning Assessment

5.8.1. Assessment of learning should be constructively aligned with stated outcomes and must occur continuously, and in a contextualised and integrated manner.

5.8.2. Learning assessment is essential for diagnostic, formative and summative purposes (*see* Assessment Policy).

5.9. Teaching and learning needs of Academics

5.9.1. Academics are expected to be actively involved in both the generation of new knowledge (research) and the unlocking of knowledge (teaching). The interplay between the two is a necessary part of ensuring quality and scholarship with regard to teaching and learning at SJV.

5.9.2. SJV acknowledges that high-quality academic activities require informed and appropriately trained staff, suitable support and services, and sufficient resources across the entire Institution.

5.9.3. Excellence in teaching must be recognised appropriately.

5.9.4. Staff members are encouraged to continually hone their teaching and training skills through active participation in higher education development and support activities. A range of developmental activities is available for the professional development of academic staff.

5.9.5. Academic staff should not only be experts in their respective disciplines but should also possess a required level of higher education expertise. They should stay informed about higher education policies and requirements, as well as the latest developments with regard to educational approaches, methods and techniques.

5.9.6. Academic staff is encouraged to:

a) Identify their own developmental needs in terms of teaching and learning.
b) Engage in the enhancement of teaching and learning practices, including curriculum and module design.
c) Employ a range of self-, student- and peer-evaluation practices to reflect on teaching and learning effectiveness and to assure quality.
d) Improve their language proficiency in the languages of instruction to an appropriate level.

6. STUDENT ACCESS AND SUCCESS

6.1. While giving effect to the goal of widening access, SJV also intends to bring about a higher throughput rate of graduated students.

6.2. Students who do not meet the mainstream admission requirements are afforded the opportunity to obtain admission to SJV by means of Recognition of Prior Learning and a bridging programme.

6.3. Students who did not perform well at school, but were admitted to SJV with a lower admission point, are identified through the diagnostic assessments and they are supported and empowered during the first academic year by means of development modules in language proficiency and general formative life skills.

6.4. Alternative access can also be attained through mechanisms for the recognition of prior learning and readmission of students previously unsuccessful in completing their degrees.

7. COMPLAINTS AND OBJECTIONS

7.1. Any member of staff or student at SJV may, without fear of prejudice, submit any complaint, objection, questions or evidence with respect to the application and implementation of this TLP to any responsible authority.

XVII) POLICY ON THE USE OF ELECTRONIC COMMUNICATION (PUEC 01/2019)

1. PREAMBLE

1.1. St John Vianney Seminary NPC (*hereinafter referred to as "SJV")* is an academic institution of higher learning that seeks to provide sound and holistic formation of future priests, without discrimination to anyone wishing to follow SJV programmes. SJV intends to achieve this goal by following the guidelines that are laid down by the Roman Catholic Church and the South African Catholic Bishops Conference (SACBC). Therefore, as an academic institution of higher learning, SJV provides internet services to both the staff and students, in order to ensure quality education and research, and effective communication.

1.2. The use of the free SJV internet, both by the staff and students, is a privilege and not a right. This privilege must be used responsibly and only for the purpose that it is intended to serve and achieve.

1.3. This Policy outlines the regulations that govern the use of the internet service at SJV. It is intended to keep one accountable and focused on Christian virtue and responsible use of the technology at our disposal.

1.4. IT Management is committed to protecting SJV from illegal or damaging actions by individuals, either knowingly or unknowingly.

1.5. Internet/Intranet/Extranet-related systems, including but not limited to computer equipment, software, operating systems, storage media, network accounts providing electronic mail, www browsing, and FTP, are the property of SJV. These systems are to be used for academic purposes, serving the academic interests of SJV.

1.6. Effective security is a team effort involving the participation and support of every staff member and student at SJV who deals with information and/or information systems.

1.7. It is the responsibility of every computer user to know these guidelines, and to conduct their activities accordingly.

2. POLICY PURPOSE

2.1. The purpose of this policy is to outline the acceptable use of computer equipment at the SJV.

2.2. The rules herein contained are in place to protect the SJV staff and students.

2.3. Inappropriate use exposes SJV to risks, including virus attacks, compromise of network systems and services, and legal issues.

2.4. Any access or use of IT resources that interferes, interrupts, or conflicts with these purposes is not acceptable and will be considered a violation of this Policy.

3. SCOPE OF THE POLICY

3.1. This policy shall apply to every SJV staff, student, contractor, consultant, temporary staff, visitor and other workers at SJV, including personnel affiliated with third parties using the SJV systems, whether individually controlled, shared, stand-alone or networked.

3.2. This policy applies to all equipment that is owned or leased by SJV.

4. PRIVACY, USE AND OWNERSHIP

4.1.1. While SJV network administration desires to provide a reasonable level of privacy, users should be aware that the data they create on the systems remains the property of SJV, since the need to protect SJV's network and confidentiality of information stored on any network device belonging to SJV cannot be guaranteed. Therefore, users should have a limited expectation of privacy of their files on the SJV's network and records of online activity.

4.1.2. For security and network maintenance purposes, only authorised individuals within SJV may monitor equipment, systems and network traffic at any time, in accordance with the IT Systems Management.

4.1.3. A detailed search of a user's SJV account, and its historical activity, will be conducted if there is reasonable suspicion that this policy, the governing handbooks or the law has been violated.

4.1.4. Violations of the law revealed during the routine maintenance, random monitoring or specific investigation will be reported to law enforcement as required.

4.1.5. SJV assigned email accounts (i.e. on the **ac.za** domain) should not be regarded as one's private mailbox, and anyone authorised to do so may access these accounts when the main user is away, on leave, or has left the employ of SJV.

4.1.6. SJV reserves the right to intercept, scrutinize, or access these SJV email accounts.

4.1.7. SJV reserves the right to audit its networks and systems on a periodic basis to ensure compliance with this policy.

5. SECURITY

5.1. SJV enforces security measures, which include traffic monitoring, firewalls, internet filtering and blocking.

5.2. Attempting to circumvent or subvert any electronic systems or engage in activities harmful to SJV and its systems, which can limit and damage the resources intended to be available for all users, is prohibited.

5.3. SJV reserves the right to inspect the user's computer system for violations of this policy.

6. UNACCEPTABLE AND PROHIBITED USE

Unacceptable and prohibited use include, but are not limited to, the following:

6.1. System and Network Activities

6.1.1. Using the resources for any purpose which violates civil or state laws, e.g. pirating of software, films, music.

6.1.2. Cyberbullying, which includes sending or storing for retrieval harassing, intimidating, or abusive material.

6.1.3. Using SJV computing assets to actively engage in procuring or transmitting material that is in violation of sexual harassment or hostile workplace and academic laws in the user's local jurisdiction.

6.1.4. Using the resources for commercial, sales and advertising purposes without the SJV's written approval.

6.1.5. Using excessive data storage or network bandwidth in such activities as propagating of "chain letters" or "broadcasting" inappropriate messages to lists or individuals or generally transferring unusually large or numerous files or messages.

6.1.6. Using someone else's identity and password for access to information technology resources or using the network to make unauthorized entry to other computational, information or communications devices or resources.

6.1.7. Attempting to evade, disable or "crack" password or other security provisions of systems on the network.

6.1.8. Reproducing and/or distributing copyrighted materials without appropriate authorisation.

6.1.9. Copying or modifying files belonging to others or to SJV without authorisation, including altering data, introducing or propagating viruses or worms, or simply damaging files.

6.1.10. Installation of alternate internet service providers (DSL, Broadband or Dial up) connections to SJV's internal network is not permitted unless expressly authorized and properly protected by a firewall or other appropriate security device(s).

6.1.11. Revealing of account passwords to others or allowing the use of the account by others. This includes family and other household members when work is being done at home.
6.1.12. Introduction of malicious programs into the network or server (e.g., viruses, worms, Trojan horses, e-mail bombs, etc.).
6.1.13. Using any program/script/command, or sending messages of any kind, with the intent to interfere with, or disable, a user's terminal session, via any means, locally or via the Internet/Intranet/Extranet.
6.1.14. Providing information about, or lists of SJV staff and/or students, to parties outside SJV.
6.1.15. Circumventing user authentication or security of any host, network or account.

6.2. Email and Communications Activities

6.2.1. Any form of harassment via email, telephone or paging, whether through language, frequency, or size of messages.
6.2.2. Unauthorized use, or forging, of email header information.
6.2.3. Sending unsolicited email messages, including the sending of "junk mail" or other advertising material to individuals who did not specifically request such material (email spam).
6.2.4. Solicitation of email for any other email address, other than that of the poster's account, with the intent to harass or to collect replies.

6.3. Blogging and Social Networking

6.3.1. Blogging, which includes things such as Social Networks, by staff and students, whether using the SJV's property and systems or personal computer systems, is also subject to the terms and restrictions set forth in this policy.
6.3.2. Limited and occasional use of the SJV's systems to engage in blogging is acceptable, provided that it:
6.3.2.1. Is done in a professional and responsible manner.
6.3.2.2. Does not otherwise violate the SJV's policy.
6.3.2.3. Is not detrimental to the best interests of SJV.
6.3.2.4. Will not bring the SJV staff and students into disrepute.
6.3.2.5. Does not interfere with an employee's regular work duties.

6.3.3. Blogging from SJV's systems is also subject to monitoring:
6.3.3.1. The SJV rule on confidentiality also applies to blogging. As such, staff and students are prohibited from revealing any confidential information when engaging in blogging.
6.3.3.2. Staff and students shall not engage in blogging that may harm or tarnish the image, reputation of the SJV staff and students.
6.3.3.3. Staff and students are prohibited from making any discriminatory, disparaging, defamatory or harassing comments when blogging or otherwise engaging in any conduct prohibited by SJV Policy.
6.3.3.4. Staff and students may also not attribute personal statements, opinions or beliefs to SJV when engaged in blogging. If a staff member and/or student is expressing his or her beliefs and/or opinions in blogs, the staff and/or student may not, expressly or implicitly, represent themselves as staff and/or a student of SJV. Staff members and students assume any and all risk associated with blogging.
6.3.3.5. Apart from following all laws pertaining to the handling and disclosure of copyrighted or export controlled materials, SJV's trademarks, logos and any other SJV intellectual property may also not be used in connection with any blogging activity.

6.4. User Responsibility (Applicable to all students and staff)

To gain access to the network, all equipment **(Computers, Tablets, Printers, etc.)** must be assigned a unique IP address which will be assigned by the Administrator and maintained for the User (Static IP addresses will be assigned by the Administrator and maintained for the User):

6.4.1. All Internet/Intranet/Extranet access on SJV owned PCs, laptops and workstations is secured with a password-protected screensaver with the automatic activation feature set at 10 minutes or less, or by logging-off when the host will be unattended.
6.4.2. Please see the administrator if you require internet access. Guests needing access will be assigned a temporary IP address and logon material. These are also available by the administrator.

6.4.3. Users are responsible for SJV's Internet system individual account and should take all reasonable precautions to prevent others from being able to use your account. One should not provide one's password or IP address to another person.
6.4.4. Users are required to immediately notify the System Administrator if they have identified a possible security problem involving the SJV's network systems.
6.4.5. Users may not use SJV resources for commercial enterprise or charge fees for others to use them.
6.4.6. Intellectual property is a guaranteed right. Therefore, use of another's original information without proper citation, either from SJV resources or the Internet, will be considered plagiarism under SJV Policy.
6.4.7. Copying of SJV owned software must be approved in writing by the President of SJV, and must be for official SJV purposes.
6.4.8. Installation of software on SJV owned equipment must be authorized prior to installation.
6.4.9. Any inappropriate content, e.g. pornography, blasphemy, bad language, religious, racist and sexist discrimination, and all forms of prejudice and intolerance, as well as any content contrary to Christian morality should not be accessed and will be regarded as a serious offence.
6.4.10. By its nature, the social media is in the public domain and therefore anything you post, write or read is never private and should stand up to public scrutiny.
6.4.11. Any participation in websites, blogs etc., should be in accord with the teachings of the Catholic Church and should not bring the same Church into disrepute.
6.4.12. Communication with minors, unless they are of one's family, would not be prudent and should be avoided.
6.4.13. Use of Internet, Cell Phones and the Social Media should be moderate and prudent, and if one recognises being consumed or becoming addicted to these means it is important that one takes steps to overcome or arrest the process.
6.4.14. The outbound Email disclaimer feature will be automatically inserted into all outbound Email originating from the SJV's Network.
6.4.15. Should this not be so, it is each staff and/or student's duty to inform the IT Systems Management, and to wait for the situation to be rectified before continuing to issue electronic correspondence.
6.4.16. All hosts used by the staff and/or student that are connected to the SJV's Internet/Intranet/Extranet, whether owned by the staff, student or SJV, shall be continually executing approved virus-scanning software with a current virus database unless overridden by the IT policy.
6.4.17. Staff and students must use extreme caution when opening e-mail attachments received from unknown senders, which may contain viruses, e-mail bombs, or Trojan horse codes.

6.5. Other Points

6.5.1. Cell Phones

6.5.1.1. These may be used for communication and research purposes.
6.5.1.2. They are for one's personal use and should be used with courtesy and consideration for others.
6.5.1.3. They are to be switched off at lectures and in the chapel, as well all at other communal meetings and events.
6.5.1.4. The use of cell phones/cameras in change/bathrooms is strictly prohibited.

6.5.2. Use of Recording Devices and iPads during Lectures

6.5.2.1. Recording devices and iPads, during lectures, may be used only with the express permission of the lecturer concerned.
6.5.2.2. Students using personal, private or portable modems, like 3G connections, are expected to observe the same norms and exercise the same responsibility as already outlined in terms of the use of SJV Internet System.
6.5.2.3. Once again, one has only a limited right to privacy and, if there is a grounded concern over such Internet use, one must, if requested, submit to the scrutiny of one's online activity. Such scrutiny will take place in the presence of the student concerned, as well as in the presence of 2 staff members (the Rector and/or his designated representative/s).

7. DUE PROCESS

7.1.1. The internet is to be used in conformity with SJV rules and regulations set forth in this document.

7.1.2. Failure to observe and to adhere to the above will lead to disciplinary measures as set out in the SJV Disciplinary Procedure.

7.1.3. In case of the breach of the regulations set out in this handbook, SJV has a right to check, investigate, control and search the use of the internet.

7.1.4. SJV will cooperate fully with state authorities in any investigation related to any unlawful activities conducted through the SJV's network.

7.1.5. In the event that there is a claim that one has violated this policy, or the law in the use of the network, he/she will be provided with notice and opportunity to be heard in the manner set forth in the SJV Disciplinary Procedures. Additional restrictions may be placed on his/her use of the network.

8. ENFORCEMENT

8.1. Any staff member found to have violated this Policy may be subject to disciplinary action, which may lead to termination of employment.

8.2. Any student found to have violated this Policy may be subject to disciplinary action, which may lead to their expulsion from SJV, and their registration being cancelled.

9. APPLICATION

9.1. This Policy shall be applicable from 12 June 2019.

9.2. This Policy is applicable to all SJV staff and students.

9.3. If any of the staff members or students do not understand sections, descriptions or concepts contained within this document, it is their responsibility to obtain clarification from the Academic Dean.

10. CONCLUSION

10.1. Staff and students of SJV are expected to act responsibly and thoughtfully when using the internet that SJV provides for the purposes of education, research and communication.

10.2. This Policy is an attempt to provide guidelines for the useful, beneficial, and appropriate use of the Internet/ Intranet/Extranet and other means of communication.

10.3. Such provisions and norms cannot enforce one's moral responsibility; they can only assist by providing information and guidelines to assist one in one's personal choices.

10.4. It is therefore one's personal responsibility and maturity which will ultimately ensure that the values this protocol seeks to promote are indeed adhered to.

XVIII) WORK-INTEGRATED LEARNING POLICY - (WILP 01/2019)

1. PREAMBLE

1.1. The St John Vianney Seminary **(SJV)** Work Integrated Learning **(WIL)** emphasises the relevance of the curriculum and the integration of theory and practice. It is the outcome of a carefully designed mix of pedagogic and curricular strategies embracing varied learning challenges, activities and environments.

1.2. WIL ensures that SJV provides a balanced education that recognises the student's need to advance both knowledge acquisition and critical judgement, thinking and acting, reflection and engagement, career development and informed citizenship, growth as an individual and greater connectivity with the larger community. The idea of experiential education is to help students achieve these balances in a manner sensitive to the characteristics and needs of their individual disciplines, fields, and professions.

1.3. Work Integrated Learning encompasses the following strategies:

1.3.1. Service Learning (Pastoral Work)

1.3.2. Professional Practice

1.3.3. Teaching Practicum

2. POLICY STATEMENT

2.1. All Work-Integrated Learning at SJV must be circulated (organized) in terms of the teaching and learning philosophy of SJV.

2.2. It should be driven by a strategic approach to Seminary–Parish (Church/Christian/Religious Community) partnership within an agreed quality assurance framework, and must promote learning outcomes that contribute to skills development.

3. PURPOSE

3.1. The purpose of this Policy is to allow for the achievement of consistent standards in the practices and procedures for students that are engaged in **WIL.**

3.2. This Policy will:

3.2.1. Act as a guideline for the development and implementation of WIL as a component of academic programmes at SJV.

3.2.2. Meet the learning quality assurance requirements of professional and regulatory bodies.

3.2.3. Describe the processes as well as the roles and responsibilities of those involved in WIL.

4. ORGANISATIONAL SCOPE

The Policy is applicable to all SJV Pastoral Department staff, supervisors, lay support groups and learners that are involved in the WIL.

5. DEFINITIONS

5.1. Work-Integrated Learning (WIL)

Means an umbrella term to describe curricular, pedagogic and assessment practices, across a range of academic disciplines that integrate formal learning with workplace practices and concerns. This is an opportunity for a student to gain experience in a chosen career by completing a WIL or project towards his/her degree.

5.2. Parish: Refers to the hosting Christian/Church/Religious Community that receives the student and provides services and resources to promote the student's learning.

5.3. Supervisor: Refers to the suitably experienced Priest/Pastor or Religious Leader at the host Parish who will supervise the student.

6. POLICY PROVISIONS

6.1. Student Placement:

SJV will make every effort to facilitate relevant WIL placement for students in terms of the curriculum.

6.2. The Provider

6.2.1 The Parish where WIL will take place must be approved by the Bishop or other relevant authority, in collaboration with the SJV Head of the Pastoral Department **(HPD)**.

6.2.2 The Parish that has been approved will need to be recorded on a relevant database.

6.3. Student Guides

6.3.1 A Student Guide detailing the expected outcomes should be given to all students who commence the WIL programme.

6.3.2 The Student Guides need to be programme specific, with the assessment criteria and learning outcomes clearly outlined.

6.4. Monitoring of Students

6.4.1 Appropriately trained and experienced staff will conduct visits at the Parish to monitor the students that have been placed for WIL.

6.4.2 The students will be monitored against the outcomes stated in their Student Guides.

6.4.3 The monitoring system must include proper alerts to assess whether the student:

6.4.3.1 Is coping with the identified tasks and objectives.

6.4.3.2 Is in danger of not meeting the requirements for the respective programmes.

6.4.3.3 Is adversely affected by the existing conditions of the Parish.

6.4.4 Records of monitoring will be kept by SJV. The same records should be made available to the student, thus allowing for introspection and remediation.

6.5. Supervision at the Parish:

A structured supervision process and a detailed Workbook/Training Manual should be developed for Supervisors so that they may be aware of the various requirements and standards for mentoring students.

6.6. Assessment

6.6.1. WIL assessment practices must be aligned with the relevant SJV Policies and Procedures.
6.6.2. The students will be assessed according to the assessment criteria in the Student Guides.
6.6.3. Processes need to be implemented to ensure that WIL is:
5.6.3.1. Assessed through collaborative partnerships.
5.6.3.2. Moderated.
6.6.4. Accountability for the assessment rests with the HPD.

6.7. Learning Agreements

6.7.1. Agreements will need to be formalised, in which the roles of each responsible party are clearly stipulated and the agreement should regulate the partnership between SJV, the Parish, the Supervisor and the Student.
6.7.2. SJV will provide assistance and training to the various partners in terms of the outcomes of the students, the assessment method and procedure, as well as the monitoring and supervision of the student.

6.8. Work Readiness Program (WRP)

6.8.1. A WRP will be provided to all students that are required to complete WIL.
6.8.2. The work readiness program will serve as the introduction to WIL and provide a firm foundation for students upon entering the Pastoral field.
6.8.3. The primary aim of the WRP is to develop the student's confidence and increase the tools available for students to manage the transition from the Seminary to Parish work.

6.9. Safety and Risk Management

6.9.1 The students that are embarking on the WIL programme must be briefed on all applicable laws relating to Occupational Health and Safety.
6.9.2 The following risk factors should be managed in order to avoid possible problems during the WIL placement:
6.9.2.1 Unprofessional behaviour displayed by students, thereby tainting the reputation of SJV.
6.9.2.2 Lack of proper controls in the management of documents associated with the WIL process.
6.9.2.3 Lack of guidance provided by the Supervisor in terms of their roles and responsibilities.
6.9.2.4 Lack of evidence detailing the monitoring as well as remediation of the students.
6.9.3 Students that are engaged in WIL are subject to the same regulation that govern SJV.

6.10. Roles and Responsibilities

6.10.1. St. John Vianney Seminary

6.10.1.1 Provides guidelines to students and supervisors for WIL.
6.10.1.1. In conjunction with the local Bishop or the equivalent Religious Leader, approves the suitability of the Parish for WIL and the placement of students.
6.10.1.1 Ensures that an appropriate Public Liability Policy is in place to indemnify SJV in respect of damage or loss caused by student placement for WIL purposes.
6.10.1.1 Monitors and assesses WIL in collaboration with Supervisors in accordance with the requirements of the Southern African Catholic Bishops Conference's (or an equivalent Religious Body's) Ethical and Professional Code of Conduct.
6.10.1.1 Ensures that Parish visits are carried out to ensure that prescribed standards and learning criteria are met.

6.10.2. The Student must:

6.10.2.1 Sign a Learning Agreement with the Supervisor for the duration of the WIL placement, which is six months.
6.10.2.2 Notify the HPD of any challenges regarding the Parish where WIL is taking place.
6.10.2.3 Ensure that a dossier, signed by the Supervisor, and adhering to the prescribed format, is maintained and duly presented to the HPD as required.
6.10.2.4 Have fulfilled both WIL and academic requirements before he/she will be considered to have completed the programme.

6.10.3. Supervisor Must:

6.10.3.1 Make available training facilities for purposes of facilitating WIL at the Parish.

6.10.3.2 Take responsibility for coordinating and financing transportation, accommodation and related expenses incurred as a result of the placement.
6.10.3.3 Appoint a Lay Support Group for the student.
6.10.3.4 Conduct an orientation programme for the student.
6.10.3.5 Negotiate a Learning Agreement with the student regarding the nature and duration of the WIL, as well as any conditions entailed.
6.10.3.6 Adhere to what was agreed upon in the Learning Agreement.
6.10.3.7 Collaborate with the HPD of SJV to control and assess the learning programme.

6.10.4 Period and Duration of the WIL
6.10.4.1 The duration of WIL shall be six months.
6.10.4.2 The period of WIL shall be January to June, beginning on the date specified by the HPD.
6.10.4.3 Both supervisors and students must strictly adhere to the dates stipulated by the HPD.

7. QUALITY ASSURANCE

WIL, will be subjected to the same academic and quality rigour as any other academic offering from SJV. This will be done in alignment with the SJV programme Review and Evaluation and Higher Education Qualification Committee criteria.

XIX) POLICY MAINTENANCE

1) **Policy Review:** The review of SJV Policies will be done annually, and the procedures and recommendations stated in them will be reviewed, documented and implemented.

2) **Non-Conformance:** The following actions will be regarded as non-conformance:
   i) Disregarding SJV policies.
   ii) Failure to implement SJV policies

3) **Action**
   i) All responsibility authorities shall do their best to assist and advise SJV to achieve the expected standards.
   ii) Continual non-compliance with SJV policies policy will result in action taken against responsible parties according to the SJV Disciplinary Procedures.

Philosophy Department

Bachelor of Philosophy

Philosophy I - III

NAMES OF THE MODULES WHICH CONSTITUTE THE PROGRAMME

	MODULE NAME	MODULE CODE	NQF LEVEL	CREDITS	YEAR (1, 2, 3)	SEMESTER	CORE MODULE [CM]	STUDENT SUPPORT MODULE [SSM]
1)	Academic Writing	ACW 1501A	5	4	P 1	1	CM	-
2)	African History	AFH 1501B	5	9	P 1	2	CM	-
3)	Ancient Philosophy	ANC-PH 1503A	5	10	P 1	1	CM	-
4)	Augustinian & Thomistic Philosophy	AG/TH-PH 2605B	6	12	P 2	2	CM	-
5)	Contemporary Philosophy	CON-PH 3701A	7	9	P 3	1	CM	-
6)	Critical Thinking	CRT-PH 1502A	5	10	P 1	1	CM	-
7)	English I	ENG 1501A	5	8	P 1	1	CM	-
8)	English II	ENG 1501B	5	8	P 1	2	CM	-
9)	Environmental Philosophy	ENV-PH 3702A	7	11	P 3	1	CM	-
10)	Epistemology	EPI-PH 3703A	7	11	P 3	1	CM	-
11)	Ethics	ETH-PH 1505B	5	10	P 1	2	CM	-
12)	Historical & Systematic African Philosophy	HSA-PH 2601A	6	11	P 2	1	CM	-
13)	Latin I	LAT 1501A	5	8	P 1	1	CM	-
14)	Latin II	LAT 1501B	5	8	P 1	2	CM	-
15)	Liturgy I	LIT 2601A	6	8	P 2	1	CM	-
16)	Liturgy II	LIT 2601B	6	8	P 2	2	CM	-
17)	Logic	LOG-PH 1504B	5	10	P 1	2	CM	-
18)	Metaphysics	MET-PH 207B	6	11	P 2	2	CM	-
19)	Modern Philosophy I	MOD-PH 2602A	6	10	P 2	1	CM	-
20)	Modern Philosophy II	MOD-PH 2602B	6	10	P 2	2	CM	-
21)	Old Testament I (*Introduction to the*)	OT-INT 1501A	5	9	P 1	1	CM	-
	Old Testament II (*Introduction to the*)	OT-INT 1501B	5	9	P 1	2	CM	-
22)	Patristic & Medieval Philosophy	PAT/MED-PH 2603A	6	10	P 2	1	CM	-
23)	Phenomenology of Religion	PHE-REL 3706B	7	11	P 3	2	CM	-
24)	Philosophical Anthropology	PH-ANT 2604A	6	11	P 2	1	CM	-
25)	Philosophical Hermeneutics	PH-HER 3705B	7	11	P 3	2	CM	-
26)	Philosophy (*Introduction to*)	PH-INT 1501A	5	10	P 1	1	CM	-
27)	Philosophy of Aesthetics	PH-AES 3708B	7	11	P 3	2	CM	-
28)	Philosophy of Cosmology	PH-COS 208B	6	11	P 2	2	CM	-
29)	Philosophy of Culture	PH-CUL 3707B	7	11	P 3	2	CM	-
30)	Philosophy of Education	PH-EDU 1506B	5	7	P 1	2	CM	-
31)	Philosophy of Religion	PH-REL 3705B	7	11	P 3	2	CM	-
32)	Philosophy of Science	PH-SCI 3704A	7	11	P 3	1	CM	-
33)	Political Philosophy	POL-PH 206B	6	11	P 2	2	CM	-
34)	Psychology I - A	PSY 1501A	-	-	P 1	1	-	SSM
35)	Psychology I - B	PSY 1501B	-	-	P 1	2	-	SSM
36)	Psychology II - A	PSY 2603A	6	7	P 2	1	CM	-
37)	Psychology II - B	PSY 2604B	-	-	P 2	2	-	SSM
38)	Science & Religion	SCR 3701A	7	11	P 3	1	CM	-
39)	Spirituality I	SPI 3701A	7	6	P 3	1	CM	-
40)	Spirituality II	SPI 3701B	7	6	P 3	2	CM	-

NB: P1, P2, P3 (PHILOSOPHY 1, Etc.) | The above list is in Alphabetical Order

CREDITS & MODULES PER SEMESTER LIST: BACHELOR OF PHILOSOPHY								
	MODULE NAME	MODULE CODE	NQF LEVEL	CREDITS	YEAR	SEMESTER	CORE MODULE [CM]	STUDENT SUPPORT MODULE [SSM]
FIRST-YEAR PHILOSOPHY								
1)	Academic Writing	ACW 1501A	5	4	P 1	1	CM	-
2)	Ancient Philosophy	ANC-PH 1503A	5	10	P 1	1	CM	-
3)	Critical Thinking	CRT-PH 1502A	5	10	P 1	1	CM	-
4)	English I	ENG 1501A	5	8	P 1	1	CM	-
5)	Latin I	LAT 1501A	5	8	P 1	1	CM	-
6)	Old Testament I (*Introduction to the*)	OT-INT 1501A	5	9	P 1	1	CM	-
7)	Philosophy (*Introduction to*)	PH-INT 1501A	5	10	P 1	1	CM	-
8)	Psychology I - A	PSY 1501A	-	-	P 1	1	-	SSM
		Subtotal Credits Semester 1		59				
9)	African History	AFH 1501B	5	9	P 1	2	CM	-
10)	English II	ENG 1501B	5	8	P 1	2	CM	-
11)	Ethics	ETH-PH 1505B	5	10	P 1	2	CM	-
12)	Latin II	LAT 1501B	5	8	P 1	2	CM	-
13)	Logic	LOG-PH 1504B	5	10	P 1	2	CM	-
14)	Old Testament II (*Introduction to the*)	OT-INT 1501B	5	9	P 1	2	CM	-
15)	Philosophy of Education	PH-EDU 1506B	5	7	P 1	2	CM	-
16)	Psychology I - B	PSY 1501B	-	-	P 1	2	-	SSM
		Subtotal Credits Semester 2		61				
		Total Credits		120				
SECOND-YEAR PHILOSOPHY								
17)	Historical & Systematic African Philosophy	HSA-PH 2601A	6	11	P 2	1	CM	-
18)	Liturgy I	LIT 2601A	6	8	P 2	1	CM	-
19)	Modern Philosophy I	MOD-PH 2602A	6	10	P 2	1	CM	-
20)	Patristic & Medieval Philosophy	PAT/MED-PH 2603A	6	10	P 2	1	CM	-
21)	Philosophical Anthropology	PH-ANT 2604A	6	11	P 2	1	CM	-
22)	Psychology II - A	PSY 2603A	6	7	P 2	1	CM	-
		Subtotal Credits Semester 1		57				
23)	Augustinian & Thomistic Philosophy	AG/TH-PH 2605B	6	12	P 2	2	CM	-
24)	Liturgy II	LIT 2601B	6	8	P 2	2	CM	-
25)	Metaphysics	MET-PH 207B	6	11	P 2	2	CM	-
26)	Modern Philosophy II	MOD-PH 2602B	6	10	P 2	2	CM	-
27)	Philosophy of Cosmology	PH-COS 208B	6	11	P 2	2	CM	-
28)	Political Philosophy	POL-PH 206B	6	11	P 2	2	CM	-
29)	Psychology II - B	PSY 2604B	-	-	P 2	2	-	SSM
		Subtotal Credits Semester 2		63				
		Total Credits		120				
THIRD-YEAR PHILOSOPHY								
30)	Contemporary Philosophy	CON-PH 3701A	7	9	P 3	1	CM	-
31)	Environmental Philosophy	ENV-PH 3702A	7	11	P 3	1	CM	-
32)	Epistemology	EPI-PH 3703A	7	11	P 3	1	CM	-
33)	Philosophy of Science	PH-SCI 3704A	7	11	P 3	1	CM	-
34)	Science & Religion	SCR 3701A	7	11	P 3	1	CM	-
35)	Spirituality I	SPI 3701A	7	6	P 3	1	CM	-
		Subtotal Credits Semester 1		59				
36)	Phenomenology of Religion	PHE-REL 3706B	7	11	P 3	2	CM	-

CREDITS & MODULES PER SEMESTER LIST: BACHELOR OF PHILOSOPHY								
	MODULE NAME	MODULE CODE	NQF LEVEL	CREDITS	YEAR	SEMESTER	CORE MODULE [CM]	STUDENT SUPPORT MODULE [SSM]
37)	Philosophical Hermeneutics	PH-HER 3705B	7	11	P 3	2	CM	-
38)	Philosophy of Aesthetics	PH-AES 3708B	7	11	P 3	2	CM	-
39)	Philosophy of Culture	PH-CUL 3707B	7	11	P 3	2	CM	-
40)	Philosophy of Religion	PH-REL 3705B	7	11	P 3	2	CM	-
41)	Spirituality II	SPI 3701B	7	6	P 3	2	CM	-
				Subtotal Credits Semester 2				
				Total Credits				
NB: P1, P2, P3, P4 (PHILOSOPHY 1, Etc.)								

BACHELOR OF PHILOSOPHY MODULE OUTLINES

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
1)	ACADEMIC WRITING	ACW 1501A	4	5

Rationale of Module: This Academic Writing course is designed to develop and sharpen your academic and professional writing skills across the various programs you will study at the Seminary. This course is poised to help you to build your proficiency and confidence in academic writing.

Significance Of The Course: In this course, you will be introduced to the characteristics of Academic Writing. The course will provide opportunities for class activities that will include a combination of instructor- and student-led discussions and presentations. This course will emphasise reading as a strong basis for building and using academic vocabulary. The central approach to focused writing will be based on structuring the essay and your writing. The course utilises proofreading and avoidance of plagiarism as *a condition sine qua non* of academic writing.

Course Outline - The following topics will be covered:

Theme 1: Introduction to Academic Writing
- Characteristics of Academic Writing
- The purposes of academic writing
- The main types of academic writing

Theme 2: Academic vocabulary
- Reading for writing
- Finding suitable sources
- Formal and informal vocabulary
- Articles and books

Theme 3: Planning your writing
- Organising the essay structure
- Crafting paragraphs
- Summarising
- Structure and content

Theme 4: Citing sources
- Developing an argument
- Paraphrasing
- Quoting
- Writing clear sentences

Theme 5: Revising and editing your writing - Louis Brandeis, "There is no great writing, only great re-writing.
- Avoiding plagiarism
- Proof-reading
- Use of articles, adjectives and pronouns for concordance
- Punctuation, Singular or plural
- In-text referencing and the reference list

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:
- Identify characteristics of Academic Writing.
- Demonstrate efficient planning of your essay in order to develop a logical and coherent structure.
- Develop selected essay types for academic writing.
- Editing your writing, use proper citation and referencing in avoidance of plagiarism.

Recommended Texts:

- Henning, E., Gravett, S., and Van Rensburg, W. 2002. *Finding your way in academic writing. Van Schaik.*
- Bailey, S., 2011. *Academic writing: A handbook for international students*. Routledge. (Available on the internet).
- Robbins, S.P., 2016. Finding Your Voice as an Academic Writer (and Writing Clearly). *Journal of Social Work Education*, 52(2), pp.133-135.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
2)	AESTHETICS (PHILOSOPHY OF)	PH-AES 3708B	11	7

Rationale of Module: This course will outline the nature of art, beauty, and taste in relation to their nature, material cause, formal cause, and expression. To study the subjective and sensory-emotional values that are sometimes called judgments of sentiment and taste, including how artists imagine, create and perform works of art; and how people use, enjoy, and criticize art; and what happens in their minds when they look at paintings, listen to music, or read poetry, and understand what they see and hear. To study how they feel about art and why they like some works and not others, and how art can affect their moods, beliefs, and attitude toward life.

Course Outline: This course is designed to equip students with skills in aesthetics that will assist them in understanding the nature of beauty. Philosophy should provide us with tools to make sense of anything, namely, God, the World, ourselves, sports, etc. Generally, modules in our program do just that. However, none of them deal with as mundane an issue as the subjective and sensory-emotional values that are sometimes called judgments of sentiment and taste, including how artists imagine, create and perform works of art; and how people use, enjoy, and criticize art; and what happens in their minds when they look at paintings, listen to music, or read poetry, and understand what they see and hear. This course makes for a rounded and balanced philosophical programme. The following topics will be covered:

- The methods of Aesthetics Explain the nature of beauty
- The Nature of Beauty Comprehend the materials of beauty
- The materials of beauty
- The form of beauty
- The expression of beauty

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Understand the methods of aesthetics
- Explain the nature of beauty
- Understand the form of beauty.
- Comprehend the materials of beauty
- Explain the expression of aesthetics

PRESCRIBED TEXTBOOK

Goldman, A.H., 2005, "The Aesthetic," in The Routledge Companion to Aesthetics, B. Gaut and D. Lopes (eds.), London: Routledge

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
3)	AFRICAN HISTORY	AFH 1501B	9	5

Rationale of Module: This course ensures that the students acquire a broad understanding of the nature of history using the African history since the earliest time, understand the nature of the African continent and the environmental and climatic conditions that affect the African continent and the factors responsible for the present conditions of Africa.

Course Outline: This course is designed to equip students with knowledge of African history so that will become better-informed global citizens. Africa's past is a very important and interesting subject, and a very important feature in the study of world history, social history, economic history, Africans in Diaspora, and women history. The following topics will be covered:

- African history, an introduction
- Evolution of humans
- African state formation
- Encounter with Europeans
- Colonial period
- Decolonization: Resistance and nationalism in colonial Africa
- Postcolonial period
- South Africa history

COURSE OBJECTIVES - Exit Level Outcomes: Upon successful completion of this module, the student will be able to:

- Interpret African history
- Explain the evolution of humans
- Investigate Africa state formation
- Understand the encounter with Europeans
- Review the colonial period
- Discuss decolonization: Resistance and nationalism in colonial Africa
- Identify the post-colonial period
- Demonstrate understanding of South African history

PRESCRIBED TEXTBOOK

Davidson, B. Africa in History (New York, Touchstone, 1995), Ch.3, 4, 5, 6, pg. 61- 225

Recommended Source:

Iliffe, J. Africans: the history of a continent (CUP, 1995) chapter, 2, pg. 6, Ch.4, 5, 6 pg. 37-97

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
4)	ANCIENT PHILOSOPHY	ANC-PH 1503A	10	5

Rationale of Module: This module introduces students to western Philosophy in its infancy and highlights the contribution of the Miletians, the atomists and individuals such as Xenophanes, Parmenides, Heraclitus and others. It deals with themes such as the account of the earliest conceptions of our physical world and of ourselves, the first debates on ethics, theory of knowledge and metaphysics, as presented by Plato, Aristotle and some of their predecessors. It exposes students to arguments of the ancient philosophers with the view to learn to assess their strengths and weaknesses.

Course Outline: Students are introduced to the basics of new cosmology and the debate that ensued, especially with theology. This is a thumbnail sketch of what the science-religion dialogue is about. The module endeavours to

clarify humankind's apparently incorrigible religiosity, and to reconcile the substance of faith and the concomitant expectations with our understanding of the physical functioning of our cosmos. Christianity offers countless plausible ways to accommodate belief in a personal god and personal salvation within the parameters of present-day techno-science. The following topics will be covered:

- Philosophy in its Infancy
- Contribution of the Milesians, Xenophanes, Heraclitus, the School of Parmenides, Empedocles, and the Atomists.
- The Athens of Socrates
- The Athenian Empire, Anaxagoras
- The Sophists Socrates
- Plato's dialogues the Euthyphro, Crito, and The Phaedo
- The Philosophy of Plato
- The System of Aristotle in relation to the Foundation of Logic
- The Theory of Drama, Moral Philosophy

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Define Philosophy
- Analyse the contribution of the Milesians, Xenophanes, Heraclitus, The School of Parmenides, Empedocles, and The Atomists.
- Present the contribution of Athens of Socrates
- Summarise the contribution of Athenian Empire, Anaxagoras
- Illustrate the contribution of Sophists Socrates
- Distinguish Plato's dialogues the Euthyphro, Crito, and The Phaedo
- Identify the philosophy of Plato
- Contrast the system of Aristotle in relation to the Foundation of Logic
- Evaluate the Theory of Drama, Moral Philosophy

PRESCRIBED TEXTBOOK

Anthony Kenny, An Illustrated Brief History of Western Philosophy. (2nd edition). Oxford: Blackwell Publishing, 2006.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
5)	AUGUSTINIAN & THOMISTIC PHILOSOPHY	AG/TH-PH 2605B	12	6

Rationale of Module: This course ensures that the students acquire a broad understanding of the philosophies of Augustine and Thomas Aquinas as some of the wisest and most intelligent philosophies in history. The module shows that Augustine's philosophy cannot be understood without consideration of Neo-Platonism. Augustine adapts Neo-Platonism in order to develop his own Christian philosophical worldview. The module also investigates Augustine's political philosophy. It is widely accepted that Thomas Aquinas is the most important philosopher in the centuries between Aristotle and Descartes. The study of Thomistic philosophy will investigate such themes as the concept of Philosophy and Theology, Reason and Faith, the doctrine on the proofs of God's existence, Metaphysics, Philosophy of Law, and philosophical anthropology.

Course Outline: This course is designed to equip students with knowledge of Augustine and Thomas' philosophies. There is a false belief that the Medieval period was a Dark Age devoid of any philosophy. People who believe this do not realise that some of the philosophical problems that were tackled by Modern philosophers were already tackled by Medieval philosophers. Ignorance of medieval philosophy can lead to the idiomatic "reinvention of the wheel." Conversely, knowledge of Medieval philosophy provides an enriching transition to the study of Modern Philosophy. The philosophy of Augustine and Thomas Aquinas is the best proof that indeed there was genuine philosophizing in the Middle Ages. Many of the contemporary admirers of Augustine and Thomas Aquinas are non-Christians and even agnostics. It is our contention that, because of their importance, Augustine and Thomas Aquinas deserve a module of their own outside of the Medieval Philosophy module. The following topics will be covered:

- Neo-Platonism
- The convergence of Neo-Platonism with Christian doctrine in St. Augustine's thought
- Augustine on Justice and Virtue
- Augustine's doctrine of the Limited Aim of Politics
- Augustine's doctrine on the Christian and Politics
- Thomas Aquinas's concept of Philosophy and Theology, Reason and Faith
- Thomas Aquinas's doctrine on the proofs of God's Existence
- Thomas Aquinas's Cosmology: Creation, Providence, and Free Will
- Thomas Aquinas's Metaphysics
- Thomas Aquinas's Philosophical Anthropology
- Thomas Aquinas's Ethics
- Thomas Aquinas on Law

PRESCRIBED TEXTBOOK

Copleston, Frederick J. Medieval Philosophy: Augustine to Scotus. Vol. 2 of A History of Philosophy. Westminster, MD: Newman Press, 1957.

Recommended Sources:

- Flew, Antony. There Is a God. Prince Frederick, MD: Recorded Books, LLC, 2008. 5 CDs/5.75 hours.
- Gilson, Etienne. God and Philosophy. 2nd ed. New Haven: Yale University Press, 2002.
- Gilson, Etienne. Reason and Revelation in the Middle Ages. New York: Charles Scribner's Sons, 2000 (1938).

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
6)	CONTEMPORARY PHILOSOPHY	CON-PH 3701A	9	7

Rationale of Module: This course ensures that the students acquire a broad understanding of 19th and 20th-century philosophical traditions generally referred to as "Continental Philosophy", and "Analytic Philosophy". The study of Continental Philosophy includes themes such as German Idealism, Phenomenology, Existentialism, Hermeneutics,

and Marxism. The study of Analytic Philosophy shall include themes such as Idealism, Empiricism, and Pragmatism in Britain and America.

Course Outline: This course is designed to equip students with knowledge of contemporary philosophy which is a dynamic and multifaceted subject that contributes to and gains from the many other disciplines with which it continually intersects. It represents current philosophical orientations in the European mainland, in Britain, the United States, English speaking countries, and the Scandinavian countries. Our knowledge of ancient, medieval, and modern philosophy, is enriching; however, without the knowledge of Contemporary Continental Philosophy, our knowledge of the evolution of Western Philosophy is incomplete. The following topics will be covered:

- German Idealism
- Phenomenology
- Existentialism as a belief
- Hermeneutics as the theory
- Marxism
- J.S. Mill on Logic and Empiricism
- Absolute Idealism of Bradley
- Personal Idealism
- Bertrand Russel's idealist phase.
- Pragmatism of James and Schiller
- Experimentalism of John Dewey

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Interpret German Idealism
- Identify phenomenology as the philosophical study of the structures of experience and consciousness.
- Understand existentialism
- Distinguish hermeneutics as the theory and methodology of interpretation of biblical texts
- Demonstrate understanding of Marxism
- Demonstrate understanding of J.S Mill contribution on logic and empiricism
- Explain absolute idealism of Bradley
- Identify personal idealism
- Contrast Bertrand Russel's idealist phase and his reaction against it
- Explain pragmatism of James and Schiller
- Explain experimentalism of John Dewey

PRESCRIBED TEXTBOOK

Copleston, Frederick. A History of Philosophy, Vol. VIII. (Image Books) London: Doubleday, 1994.

Recommended Sources:

- Lawhead, William F. The Voyage of Discovery, vol. IV (The Contemporary Voyage). Belmont: Wadsworth, 2002.
- Moran, Dermot. Introduction to Phenomenology. London: Routledge, 2000.
- Stumpf, Samuel E. and James Fieser. From Socrates to Sartre and Beyond. New York: McGraw-Hill, 2003.
- Solomon, R. C., and Sherman, D., The Blackwell Guide to Continental Philosophy. Oxford: Blackwell Publishing, 2003.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
7)	CRITICAL THINKING	CRT-PH 1502A	10	5

Rationale of Module: This module is intended to make students better thinkers. It will sharpen their mind, clarify their thoughts, and help them to make smarter decisions. It teaches them how to analyse issues, reason logically, and argue effectively. With effort on their part, this module will hone the thinking and reasoning skills they need to succeed in the seminary, in their career, and in life. Critical thinking is what the seminary is all about. Seminary studies are not about cramming students' heads with facts. It's about teaching students to think, and that is precisely what this module is designed to do. It will help students to develop the skills and dispositions they need to become independent, self-directed thinkers and learners. This module will introduce students to Informal Logic, which prepares them for the subsequent Formal Logic module which is done in the second semester.

Course Outline: The following topics will be covered:

1. Introduction to Critical Thinking
   - What Is Critical Thinking?
   - Critical Thinking Standards
   - The Benefits of Critical Thinking
   - Barriers to Critical Thinking
   - Characteristics of a Critical Thinker
2. Recognizing Arguments
   - What Is an Argument?
   - Identifying Premises and Conclusions
   - What Is Not an Argument?
3. Basic Logical Concepts
   - Deduction and Induction
   - How Can We Tell Whether an Argument Is Deductive or Inductive?
   - Common Patterns of Deductive Reasoning
   - Common Patterns of Inductive Reasoning
   - Deductive Validity
   - Inductive Strength
4. Language
   - Finding the Right Words: The Need for Precision
   - The Importance of Precise Definitions
   - Emotive Language: Slanting the Truth
   - Euphemisms and Political Correctness
5. Logical Fallacies
   - The Concept of Relevance
   - Fallacies of Relevance
   - Fallacies of Insufficient Evidence
6. Analysing Arguments
   - Diagramming Short Arguments
   - Summarizing Longer Arguments
7. Evaluating Arguments and Truth Claims
   - When Is an Argument a Good One?
   - When Is It Reasonable to Accept a Premise?
   - Refuting Arguments

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Know the meaning and nature of critical thinking
- Be able to recognise arguments
- Identify Logical Fallacies of Relevance and of Insufficient Evidence

- Know Basic Logical Concepts
- Be precise in Language
- Be able to analyse arguments
- Be able to evaluate arguments and truth claims

PRESCRIBED TEXTBOOKS

- Bassham, G., Irwin, W., Nardone, H., Wallace, J.M. 2011. *Critical Thinking*
- *A student's Introduction.* New York: Mac Graw Hill.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
8)	ENGLISH I	ENG 1501A	8	5

Rationale of Module: This module aims to improve students' overall receptive (listening, reading) and productive (speaking, writing) competencies in English. To a large extent, it is a service module that aims to improve the linguistic competencies that will impact students' performance in other modules. It aims to improve students' ability to read and listen with understanding and to write and speak with clarity, with correct grammar, and in a register suited to the context. It also acquaints the students with the technical vocabulary associated with grammar, which is required both for their ongoing study of English and for their study of other languages. It reinforces and expands language skills learned at school and gives students a foundation for academic writing going forward.

Course Outline - The following topics will be covered:

- **Grammar:**
  - Parts of speech
  - Sentence structure
  - Tenses
  - Concord
  - Auxiliary verbs
  - Prepositions
  - Grammarly
- **Structure:**
  - Paragraph structure
- **Features of Formal Writing:**
  - Formal syntax
  - Register and colloquialisms, contractions
  - Substantiation and qualification
  - Explicit and literal writing
  - Citing, plagiarism, quoting
  - Concise verbs and adverbs
  - 'Copy pronouns'
  - Citing, plagiarism, quoting
  - Concise verbs and adverbs
  - 'Copy pronouns'
- **Perspectives on Orwell's Animal Farm:**
  - Political
  - Autobiographical
  - Character-driven

COURSE OBJECTIVES - Upon successful completion of this module, the student will be able to:

a) Exit Level Outcomes

- Use a range of strategies to read and listen with understanding and to build their vocabulary
- Write essays and responses to short questions with clarity of expression
- Write grammatically correct English
- Understand basic technical terms related to grammar
- Use electronic editing tools
- Avoid plagiarism
- Incorporate quotes and ideas appropriately in terms of grammar and citing
- Identify and write formal and informal texts; identify and use the features of formal writing
- Synthesise information taken from different but related texts

b) Specific Outcomes

- Identify parts of speech and elements of syntax in context
- Avoid and repair sentence fragments and run-on sentences
- Control tense
- Control subject-verb concord
- Use appropriate auxiliary verbs
- Use appropriate prepositional phrases
- Make informed decisions when using electronic editing tools
- Identify the contexts in which formal writing is expected;
  - use formal syntax
  - avoid colloquialisms and contractions
  - avoid overstatement and unsubstantiated sweeping statements
  - limit use of figurative language
  - cite sufficiently and correctly to avoid plagiarism
  - incorporate quotes in grammatically and technically correct ways
  - use concise verbs and adverbs, and adverbs in mid-position
  - avoid 'copy pronouns'
- Write well-structured paragraphs, identify topic sentences and misplaced sentences.
- Offer informed readings of Orwell's Animal Farm
- Answer comprehension-level questions after independent reading of a range of texts, including short fiction, nonfiction, and academic articles.

PRESCRIBED TEXTBOOKS

- Brink, G. 2011. *Foundation English: A Reference and Practice Book, 2nd ed.* TUT: Tshwane.
- Lutrin, B and Pincus, M. 2010. *English Handbook and Study Guide.* Berlut: Birnam Park.
- Orwell, G. 2005 [1945] *Animal Farm.* Cape Town: Maskew Miller Longman.
- St John Vianney Seminary. 2021 *Supplementary Notes and Reading Comprehension Texts for the Phil I English Modules.* Tshwane 2021.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
9)	ENGLISH II	ENG 1501B	8	5

Rationale of Module: This module builds on English 1501A but with certain shifts in emphasis. While it covers a new range of grammatical principles and features of formal writing, it also consolidates the application of principles taught in English 1501A, mostly through unguided editing exercises. It also emphasises higher-order reading skills, particularly the synthesis of information from different sources.

Course Outline - The following topics will be covered:

- **Grammar:**
  - Reported speech
  - Active and passive voice
  - Punctuation, with a focus on commas and apostrophes
  - Question forms
  - Conjunctions
  - Prefixes and suffixes
  - Words often confused
  - Spelling rules
  - Articles
- **Features of Formal Writing:**
  - Relationship between reported speech and quoting
  - Avoiding 'I, my, we'.
  - Limiting and reformulating rhetorical devices
  - Summary phrases after words like 'this'
- **Structure:**
  - Synthesis of information from different sources.
- **Perspectives on Golding's Lord of the Flies:**
  - Character-driven
  - Theme-driven

COURSE OBJECTIVES - Upon successful completion of this module, the student will be able to:

a) Exit Level Outcomes

- Use a range of strategies to read and listen with understanding and to build their vocabulary
- Write essays and responses to short questions with clarity of expression
- Synthesise information taken from various sources
- Edit texts to repair grammatical errors
- Rewrite texts in formal register

b) Specific Outcomes

- Control tense, pronouns, time words, concordance etc. in reported speech
- Discern between active and passive voice, and convert each to the other
- Use correct punctuation
- Discern between the syntax associated with statements and questions, and convert one to the other
- Use conjunctions that are appropriate to the context
- Understand how prefixes and suffixes impact word meanings and parts of speech, and select prefixes and suffixes appropriate to the context
- Distinguish between words often confused
- Know and apply common spelling rules
- Use definite, indefinite and absent articles appropriately
- In formal writing:
  - Apply the correct principles of reported speech when quoting.
  - Understand issues surrounding the use of words like 'I' in academic writing, and apply a range of strategies to avoid these words.
  - Reformulate rhetorical questions to explicit statements.
  - Clarify meaning by the addition of summary phrases after words like 'this.
- Edit texts to comply with the requirements of correct grammar by applying concepts taught in both ENGLISH 1501A and ENGLISH 1501B.
- Edit texts to comply with the requirements of formal writing by applying concepts taught in both ENGLISH 1501A and ENGLISH 1501B.
- Offer informed readings of Goldings Lord of the Flies
- Answer comprehension-level questions after independent reading of a range of texts, including short fiction, nonfiction, and academic articles.

PRESCRIBED TEXTBOOKS

- Brink, G. 2011. *Foundation English: A Reference and Practice Book, 2nd ed.* TUT: Tshwane.
- Lutrin, B and Pincus, M. 2010. *English Handbook and Study Guide.* Berlut: Birnam Park.
- Golding, W. 1954 *Lord of the Flies.* (Any edition available from the seminary library.)
- St John Vianney Seminary. 2021 *Supplementary Notes and Reading Comprehension Texts for the Phil I English Modules*. Tshwane 2021.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
10)	ENVIRONMENTAL PHILOSOPHY	ENV-PH 3702A	11	7

Rationale of Module: The purpose of this module is to reflect on the ecological threat to the earth, our home. Environmental Philosophy is an emerging philosophical investigation in the face of the enormous ecological disasters of our time. It is both critical and creative: critical of the deep-rooted anthropocentrism in philosophy - creative in proposing an eco-centred philosophical outlook.

Course Outline: This course is designed to equip students with knowledge of Philosophical training which should lead to better citizenship, one that calls for greater participation in promoting social justice through political action alongside civil movements. In the face of the impending disaster that may befall the globe due to environmental degradation, Environmental Philosophy becomes imperative. The following topics will be covered:

- Wilderness
- Population
- Future Generations
- Sustainability
- Biodiversity
- Climate
- Animals
- Environmental Justice

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Describe the wilderness and its components
- Discuss the relationship between population and the environment
- Illustrate the future generation's impact on the environment
- Demonstrate how to sustain the environment
- Evaluate biodiversity
- Discuss climate and its role in the environment
- Explain the influence of animals on the environment
- Discuss environmental justice

PRESCRIBED TEXTBOOK

Jamieson, D. A Companion to Environmental Philosophy. Oxford: Blackwell Publishers, 2001.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
11)	EPISTEMOLOGY	EPI-PH 3703A	11	7

Rationale of Module: The purpose of this module is to introduce students to foundational concepts in epistemology. The latter deal with the most elementary human experience, namely knowledge. It begins by defining knowledge as "justified true belief" and already anticipates the problem with this traditional definition of knowledge in the insightful paper of Gettier. The module also deals with (1) knowing, and the methods of obtaining knowledge, and (2) introduces students to the diversity of epistemological approaches to the philosophy of knowledge.

Course Outline: This course is designed to equip students with knowledge of Epistemology which makes our course mix to be unique as follows: Any philosophical endeavour presupposes the possibility of true knowledge, a possibility attested by common sense and evident by the light of nature. Epistemology submits this presupposition to scientific treatment, showing in what the truth of knowledge consists and establishing by a reflex argument that true, certain, and scientific knowledge is undoubtedly attainable. No other module is reflexive in that fashion of examining the knower him/herself. The following topics will be covered:

- Truth: Michael P. Lynch
- Belief: Eric Schwitzgebel
- Epistemic justification: Jonathan L. Kvanvig
- Epistemic rationality: Richard Foley
- Epistemic norms: Pascal Engel
- Evidence: Timothy Mcgrew
- Disagreement: Bryan Frances
- Epistemic relativism: Paul Boghossian
- Understanding: Stephen R. Grimm
- Wisdom: Dennis Whitcomb

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Define truth: Michael P. Lynch
- Distinguish belief: Eric Schwitzgebel
- Justify epistemic: Jonathan L. Kvanvig
- Discuss epistemic rationality: Richard Foley
- Evaluate epistemic norms: Pascal Engel
- Evaluate evidence: Timothy Mcgrew
- Demonstrate disagreement: Bryan Frances
- Illustrate epistemic relativism: Paul Boghossian
- Define understanding: Stephen R. Grimm
- Define wisdom: Dennis Whitcomb

PRESCRIBED TEXTBOOK

Sven Bernecker and Duncan Pritchard. (2011) The Routledge Companion to Epistemology. (2nd edition). London: Routledge. (Part 1. Pp.1 -105)

Recommended Sources:

- Brandom, Robert (2001) "Explanatory vs. Expressive Deflationism about Truth," in R. Schantz (ed). What is Truth? Berlin: Walter De Gruyter, pp. 103–19.
- Beall, Jc (2005) "Transparent Disquotationalism," in Jc Beall and B. Armour-Garb (eds.) Deflationism and Paradox, Oxford: Oxford University Press.
- Stanley, J. (2005) Knowledge and Practical Interests, Oxford: Oxford University Press.
- Kvanvig, J. (2003) The Value of Knowledge and the Pursuit of Understanding, New York: Cambridge University Press.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
12)	ETHICS	ETH-PH 1505B	10	5

Rationale of Module: This course focuses on the application of ethical principles to the various social contexts of the human person. It begins by situating the anthropological dimension to the study of ethics, because the human person is the subject of ethics. It further demonstrates that personal and social decisions are interconnected because the human person lives within the complex web of social relations. Finally, the course will highlight some pertinent South African social issues.

Course Outline: The Ethics module contributes to the programme's knowledge mix in all modules as it enables student to come to appreciate the role of ethics in human relationships, because umuntu ungumuntu ngabantu (a person is a person through others). Students benefit from the skills gained in this module in their academic and personal and professional lives. The course is to demonstrate that ethical decisions and judgements are not always objective and neutral, rather they are influenced by various factors, for example, family background, cultural group, the Church, the Bible, etc. In that sense, students will be challenged to move away from ethical naivety to critical ethical awareness. The following topics will be covered:

- Ethics introduction
- Ethics in a Pluralist society
- The human person
- Classical ethical theories
- Natural Law as the foundation of Ethics
- Psychological egoism vs psychological altruism
- Ethics and the Human Sciences
- Normative ethics, meta-ethics and other ethical theories
- Society
- Factors that influence ethical decisions
- The Social Contract
- Some African voices
- Duty
- Ethics and Justice
- Human rights
- Human work
- The Political Community

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Define ethics
- Distinguish ethics in a Pluralist society
- Define the human person
- Evaluate classical ethical theories
- Identify the foundation of Social Ethics
- Contrast psychological egoism vs psychological altruism
- Differentiate ethics and Human Sciences
- Discuss normative ethics, meta-ethics and other ethical theories
- Discuss factors that influence ethical decisions
- Discuss some African voices
- Contrast ethics and Justice
- Discuss human rights
- Discuss the Political Community

PRESCRIBED TEXTBOOKS

- Muyebe, S. & Muyebe, A. 2001. The African Bishops on Human Rights: A resource book. Nairobi: Kenya. (This book lists all the different rights of the human person and gives a Catholic theological context to each right. There are also various statements from the different African Episcopal Conferences. Please familiarise yourself with this book).
- Nino, C. S. 1991. The Ethics of Human Rights. Oxford: Clarendon Press. (Chapter One [pp. 9-34] deals with the question of human rights and their origin. Are they mere legal status? Chapter Two [pp. 63-80] deals with the role of morality in society).

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
13)	HISTORICAL & SYSTEMATIC AFRICAN PHILOSOPHY	HSA-PH 2601A	11	6

Rationale of Module: The purpose of this module is twofold: (1) To introduce students to the rich historical development of African Philosophy whose very "philosophicity" has been a subject of much debate, and (2) to introduce students to some of the basic questions regarding the definition and nature of African Philosophy. Through the examination of the various topics, the course aims to trace when and how African Philosophy has developed into a recognised discipline over the past years. To this end, the module shall critique the conventional conceptions of the African mentality. This conception stipulates that the Black man's culture and mind are extremely alien to reason, logic and various habits of scientific inquiry. It will look at the views of some scholars who argued that Africa is the cradle of western civilization and philosophy, as well as to argue that there exists such a thing as African philosophy. Moreover, the module will evaluate philosophic sagacity as an approach to African philosophy.

Course Outline: This module offers a comprehensive survey of the history of African Philosophy. It uses sources from contemporary leading African philosophers, and provides lucid and engaging coverage of the periods, key figures, terms, topics, and problems of the field. Our programme covers the entire spectrum of the history of western philosophy without any mention of African Philosophy or its history. This module fills in the gap that may give the wrong impression that Africa is a dark continent in which no philosophical endeavour ever took place. Therefore, it makes our programme complete. The module also makes our students part of the debate regarding the definition and nature of African Philosophy. It affirms students in their cultural identity and can make them proud of being African, as some scholars argue that Africa is the cradle of western civilization and philosophy. Western civilization and philosophy. The following topics will be covered:

- The Ancient Egyptian History of African Philosophy
- The African Philosophers in the Greco-Roman Era
- Nineteenth-Century African Political Thinkers
- Africana Philosophy: Origins and Prospects
- The Survey of Contemporary Anglophone African Philosophy
- Philosophy in North Africa
- Ethiopian Philosophers of the Seventeenth Century
- A critique of the Concept of "African Mentality"
- The African Origin of Civilization: myth or reality
- Collective Participatory Thought (ethnophilosophy)
- Professional Philosophy
- Philosophic Sagacity
- African Philosophy and universalism

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Illustrate events of ancient Egyptian history of African philosophy
- Identify African philosophers in the Greco-Roman Era:
- Distinguish pre-colonial African philosophy in Arabic
- Compare and contrast 19th century African political thinkers
- Evaluate Africana Philosophy: Origins and Prospects
- Illustrate the survey of contemporary Anglophone African philosophy
- Describe philosophy in North Africa
- Compare and contrast the two Ethiopian Philosophers of the Seventeenth Century
- Challenge the Conventional Concept of the African Mentality
- Demonstrate whether the African origin of Civilization is myth or reality
- Summarise the Collective Participatory Thought (ethnophilosophy)
- Analyse professional African philosophy
- Give an account of Philosophic Sagacity
- Discuss African Philosophy as the product of universal human reason.

PRESCRIBED TEXTBOOK

Kwasi Wiredu, (2006) A Companion to African Philosophy. (2nd edition) Oxford: Blackwell Publishing, Par 1: History (29-243)

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
14)	LATIN I	LAT 1501A	8	5

Rationale of Module: This module is aimed at helping students acquire theoretical and practical grammatical skills and competence in the ecclesiastical Latin language. Students will be exposed to basic Latin grammar, morphology

and syntax by which they will gradually be able to read and translate simple Latin texts. The focus of this particular module will be on morphology.

Course Outline: The Latin module has a two-fold contribution. Firstly, it will help students to develop and improve their English language skill, which is a sine qua non requirement for philosophical studies at St John Vianney Seminary. Secondly, exposure to the basics of Latin will help students in understanding philosophical jargon with Latin background. It will also equip them with basic skills to analyse philosophical texts, such as those of Medieval period, which were originally written in Latin. The following content will be covered:

- Reading and Pronouncing Ecclesiastical Latin: vowels
- Overview of Latin Nouns
- Prepositions and the nouns they govern
- Introduction to Declensions
- The First Declension Nouns
- Second Declension Nouns
- Overview on Verbs: Person, Number, Tenses, Mood, Voices and the Principal Parts of verbs
- Introduction to Conjugations
- Present Tense
- Overview on Adjectives
- Future Tense
- Perfect Tense
- Pluperfect Tense
- Third Declension Nouns
- Fourth Declension Nouns
- Fifth Declension Nouns

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Apply the morphological construction of Latin words
- Distinguish Latin phrases and sentences, and how to parse them
- Identify different Latin nouns
- Evaluate declensions
- Illustrate conjugations
- Interpret Latin adjectives
- Distinguish Latin tenses

PRESCRIBED TEXTBOOK

COLLINS, J. F., A Primer of Ecclesiastical Latin (Washington, D. C 1985)

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
15)	LATIN II	LAT 1501B	8	5

Rationale of Module: This module builds on Latin I, and aims at equipping students with the capacity to read, analyse and translate simple Latin texts. With gradual introduction to complex Latin verbs and sentence constructions, students will gradually develop the ability to comprehend some of the ancient ecclesiastical texts, especially the Latin version of the Bible (The Septuagint). There will be more morphological analysis of verbs and nouns, which will be important for syntactical understanding and interpretation of ancient texts. Not only will this Latin background help students develop proficiency in their English grammar and language, a necessary tool for coping with philosophical studies, but it will also help them in other academic fields and studies with a Latin background.

Course Outline: The Latin module has a two-fold contribution. Firstly, it will help students to develop and improve their English language skill, which is a sine qua non requirement for philosophical studies at St John Vianney Seminary. Secondly, exposure to the basics of Latin will help students in understanding philosophical jargon with Latin background. It will also equip them with basic skills to analyse philosophical texts, such as those of Medieval period, which were originally written in Latin. The following topics will be covered:

- Deponent Verbs, Semi-Deponent Verbs and Subjunctive Mood (First Conjugation)
- Subjunctive Mood (Second, Third and Fourth Conjugations)
- The question of the syntax
- Imperatives
- Conditional and Purpose Clauses
- Subjunctive (Imperfect)
- Present Subjunctive of Sum and Possum
- Emphatic and Non-emphatic Demonstrative Pronouns (Hic & Ille, is & iste)
- Present Subjunctive of Eon and Volo
- Gerundives and Gerunds
- Pluperfect Subjunctive
- Perfect Subjunctive
- Irregular verbs
- Impersonal Verbs
- Reflexive and Indefinite Pronouns and Adjectives
- Present, Perfect and Future Infinitives (Active & Passive)
- Analysis and Translation of Latin Ecclesiastical Texts
- Analysis and Translation of Latin Liturgical Texts
- Analysis and Translation of Latin Biblical Texts

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Demonstrate basic skills in reading and pronouncing Latin words and sentences loudly and correctly
- Demonstrate proficiency in analysing complex, Latin grammatical constructions, and appreciate the different ways in which Latin and English express complex ideas.
- Summarise traditional grammatical concepts in English and apply them to Latin syntax and vocabulary.
- Apply enhanced skills in comprehension and linguistic analysis to Latin texts to elicit understanding.
- Translate Latin texts into English
- Display sensitivity to linguistic and cultural differences between the ancient Romans and modern society through an appreciation of how languages shape meaning.
- Work with others in the exploration of linguistic and grammatical concepts and collectively negotiate solutions to problems.

PRESCRIBED TEXTBOOK

COLLINS, J. F., A Primer of Ecclesiastical Latin (Washington, D. C 1985) Units 20-35.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
16)	LITURGY I	LIT 2601A	8	6

Rationale of Module: This course focuses on naming and listing different liturgical terms. They are to memorise such terms and use their philosophical knowledge to analyse these terms so that they may be applied in practical celebrations of liturgy. This course will introduce students, both in theory and practise, to the liturgical environment, liturgical books, liturgical objects and ministries that help create a sacred, beautiful liturgical prayer.

Course Outline: Liturgy I, contributes to the programme knowledge mix of all other modules, because it relates the art of the philosophical eras to the liturgical celebrations in the Catholic Church. Students get a chance to relate what they learn in the different stages of philosophy to the development of liturgies. Students benefit from the skills gained in this module in their academic and personal, and professional lives. The following topics will be covered:

- Definition of 'Liturgy'
- Constitution on the Sacred Liturgy
- The Sanctuary
- Liturgical Books
- Sacred Vessels and Vestments
- Liturgical Music
- Holy Mass
- Liturgical Language, Signs, Symbols and Gestures
- Revision and Evaluation of a Course

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Define 'Liturgy'
- Illustrate the constitution of the Sacred Liturgy
- Summarise the composition of the Sanctuary
- Distinguish Liturgical Books
- Compare and contrast Sacred Vessels and Vestments
- Play and sing Liturgical Music
- Evaluate the Holy Mass
- Interpret Liturgical Language, Signs, Symbols and Gestures

PRESCRIBED TEXTBOOK

"General Instruction of the Roman Missal: Including Adaptations for the Dioceses of the Southern African Catholic Bishop's Conference." Year of Publication: 2002 Publisher: SACBC

Recommended Sources:

- Apostolic Exhortation of Pope Francis Evangelii gaudium.
- Second Vatican Council, CONSTITUTION ON THE SACRED LITURGY SACROSANCTUM CONCILIUM
- The Breviary for Liturgy of the Hours
- The Daily Missal
- The Liturgy Documents: A Parish Resource. (Volume One). 1991. Chicago: Liturgy Training Publications.
- The New Jerusalem Bible • St Jerome Commentary
- The Rites of the Catholic Church as Revised by the Second Vatican Ecumenical Council (Volume 2). 1991. Collegeville: The Liturgical Press.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
17)	LITURGY II	LIT 2601B	8	6

Rationale of Module: This course will assist the students to apply and relate what they have learnt in their philosophical stages to the liturgical development and history. They will get a chance to write and demonstrate their understanding of the liturgical development in the Church. Students will interpret the different stages in the history of liturgy. Finally, they will practise what they have learnt in the day-to-day Liturgical Celebrations.

Course Outline: Liturgy II contributes to the programme knowledge mix of all other modules, because it relates the art of the philosophical eras to the liturgical celebrations in the Catholic Church. Students get a chance to relate what they learn in the different stages of philosophy to the development of liturgies. Students benefit from the skills gained in this module in their academic and personal, and professional lives. The following topics will be covered:

- The History of Liturgy
- Sacraments
- Liturgy of the Hours
- Adoration of the Blessed Sacrament and Benediction
- Popular Piety and Devotions
- Holy Mass (Continuation of the GIRM)
- Introduction to the History of Holy Mass
- Revision and Evaluation of a Course

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Summarise the history of Liturgy
- Distinguish the Sacraments
- Illustrate Liturgy of the Hours
- Evaluate the adoration of the Blessed Sacrament and Benediction
- Apply popular Piety and Devotions
- Review the Holy Mass (Continuation of the GIRM)
- Investigate the History of Holy Mass

PRESCRIBED TEXTBOOK

"History of the Liturgy: The Major Stages" Author: Marcel Metzger Year of Publication: 1997. Publisher: The Liturgical Press (Minnesota)

Recommended Sources:

- Catechism of the Catholic Church
- General Instruction of the Roma Missal
- Second Vatican Council, CONSTITUTION ON THE SACRED LITURGY SACROSANCTUM CONCILIUM
- The Liturgy Documents: A Parish Resource. (Volume One). 1991. Chicago: Liturgy Training Publications.
- The New Jerusalem Bible • St Jerome Commentary

- The Breviary for Liturgy of the Hours
- The Daily Missal
- The Rites of the Catholic Church as Revised by the Second Vatican Ecumenical Council (Volume 2). 1991. Collegeville: The Liturgical Press.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
18)	LOGIC	LOG-PH 1504B	10	5

Rationale of Module: The purpose of this module is to help the students to consistently have a sequential thought. This involves taking the important ideas, facts, and conclusions involved in a problem and arranging them in a chain-like progression. This gives students the ability to understand what they have read or been shown and also to build upon that knowledge without incremental guidance.

Course Outline: The contribution of Logic to the programme knowledge mix with other modules is the student will have an ability to identify and critically evaluate philosophical arguments made by others. The following topics will be covered:

- Logic
- Fallacies of relevance
- Fallacies of ambiguity
- Formal logic IV
- Syllogisms
- Categorical propositions
- Contents of syllogisms
- Venn diagrams
- Formal logic II
- Building blocks of propositional logic
- Truth tables for simple statements
- Truth table for compound statements
- Properties of propositional logic
- Proving validity by truth tables

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Define Logic
- Evaluate the fallacies of relevance
- Evaluate the fallacies of ambiguity
- Define formal logic IV
- Discuss syllogisms
- Compare categories of propositions
- Review the contents of syllogisms
- Identify Venn diagrams
- Define formal logic ii
- Apply building blocks of propositional logic
- Present truth tables for simple statements
- Present truth table for compound statements
- Identify properties of propositional logic
- Prove validity by truth tables

PRESCRIBED TEXTBOOKS

- Meyer, R. S. 1972. First Steps in Logic. Pretoria & Cape Town: Academics,
- Layman S.C. The Power of Logic: 3rd edition (TPOL)

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
19)	METAPHYSICS	MET-PH 207B	11	6

Rationale of Module: The module intends to introduce students to metaphysics as one of the core courses in systematic philosophy. To this end, the module shall define the concept of Metaphysics; introduce students to the problems that were discussed in the "old "metaphysics of the Ancient and Medieval epoch; as well as problems that are discussed in the "New" metaphysics of the Modern and Contemporary epoch; introduce students to the problem of the methodology of metaphysics; and conclude by posing the question: "Is metaphysics possible?

Course Outline: Metaphysics has a singular contribution to make to our programme course mix for at least two reasons: It is distinguished from other branches of philosophy by its general concepts. Other branches of philosophy deal with this or that aspect of reality– with justice and well-being, for example, or with feeling and thought. Metaphysics, on the other hand, deals with the most general traits of reality – with value, say, or mind. It is not merely one form of enquiry among others but one that is capable of providing some kind of basis or underpinning for other forms of enquiry. In some sense that remains to be determined, claims from these other forms of enquiry have a basis in the claims of metaphysics. The following topics will be covered:

- Concept of Metaphysics
- Problems of Metaphysics: the "Old" Metaphysics
- Categories of Being and Universals
- Substance
- Problems of Metaphysics: the "New" Metaphysics
- Modality
- Space and Time
- Persistence and Constitution
- Causation, Freedom and Determinism
- Mental and Physical
- Methodology of Metaphysics
- Is Metaphysics possible?

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Define the Concept of Metaphysics
- Identify the Problems of the "Old" Metaphysics
- Determine first Causes, Unchanging Things
- Summarise the Problems of the "Old" Metaphysics
- Evaluate the Problems of Substance in "Old" Metaphysics discourse
- Illustrate the Problems of Modality
- Distinguish the Problems of the "New" Metaphysics
- Review "New" Metaphysics including Persistence and Constitution.
- Identify the Problems of the "New" Metaphysics including Causation, Freedom and Determinism.
- Identify the Problems of the "New" Metaphysics including The Mental and Physical distinction.
- Interpret the methodology of metaphysics - "New" Metaphysics discourse.

PRESCRIBED TEXTBOOKS

- Zimmerman, Dean W. (ed.), 2006, Oxford Studies in Metaphysics (Volume 2), Oxford: The Clarendon Press.

- Lowe, E. J., 2006, The Four-Category Ontology: A Metaphysical Foundation for Natural Science, Oxford: The Clarendon Press.
- Politis, Vasilis, 2004, Aristotle and the Metaphysics, London and New York: Routledge.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
20)	MODERN PHILOSOPHY I	MOD-PH 2602A	10	6

Rationale of Module: To introduce students to the history of philosophy and of ideas in general, and the rise of modern philosophy in particular. In the study of the rationalist movement, particular attention is given to Descartes, Spinoza and Leibniz. In the study of the empiricist movement, particular attention is given to Locke, Berkeley and Hume.

Course Outline - The following topics will be covered:

- History of philosophy and history of ideas
- The rise of modern philosophy
- Rationalism
- Descartes
- The Cartesian revolution
- Spinoza
- Leibniz
- Empiricism
- Locke and Berkeley
- The idea of a moral science
- Hume

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Summarise the history of philosophy and history of ideas
- Justify the rise of modern philosophy
- Describe the Rationalist movement
- Demonstrate the contribution of Descartes in the history of Western philosophy
- Describe the Cartesian revolution
- Illustrate the Spinoza
- Illustrate the Leibniz
- Review the Empiricist movement
- Compare and contrast the Locke and Berkeley
- Investigate the idea of a moral science
- Illustrate the Hume

PRESCRIBED TEXTBOOK

Roger Scruton. 1995. A Short History of Modern Philosophy from Descartes to Wittgenstein. (2nd edition)

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
21)	MODERN PHILOSOPHY II	MOD-PH 2602B	10	6

Rationale of Module: To introduce students to the history of modern philosophy in general and the impact of Immanuel Kant and German idealism in particular. The module gives particular attention to Hegel as the most systematic of the post-Kantian idealists. Hegel attempted, throughout his published writings as well as in his lectures, to elaborate a comprehensive and systematic philosophy from a purportedly logical starting point. The module also gives particular attention to the reaction of Schopenhauer, Kierkegaard, and Nietzsche to the Kantian impact. The module concludes by giving attention to the political transformation of the modern era by surveying political philosophy of Hobbes to that of Hegel, and concludes with the revolutionary ideas of Karl Marx.

Course Outline: Modern philosophy presents an important genealogy of ideas from medieval philosophy to contemporary philosophy. Therefore, without knowledge of the history of modern philosophy in general and the impact of Immanuel Kant and German idealism in particular, we are unable to fully understand and appreciate currents philosophical trends. The following topics will be covered:

- Part I: Kant and idealism
- Kant I: The Critique of Pure Reason
- Kant II: Ethics and aesthetics
- Hegel
- Reactions: Schopenhauer, Kierkegaard and Nietzsche
- The political transformation
- Political philosophy from Hobbes to Hegel
- Marx
- Utilitarianism and after

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Evaluate Immanuel Kant's role in idealism movement
- Apply Kant I - Critique of Pure Reason
- Demonstrate Kant's Ethics and aesthetics
- Interpret the philosophy of Hegel
- Summarise the reactions of Schopenhauer, Kierkegaard and Nietzsche to the idealism of Kant
- Review of the political transformation that took place in the modern period
- Evaluate the Political philosophy of the modern period from Hobbes to Hegel
- Present the revolutionary ideas Karl Marx

PRESCRIBED TEXTBOOK

Roger Scruton, (1995 A Short History of Modern Philosophy from Descartes to Wittgenstein. (2nd edition)

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
22)	OLD TESTAMENT I (INTRODUCTION TO THE)	OT-INT 1501A	9	5

Rationale of Module - The course introduces students to the foundation for a better understanding of the bible, in view of the following;

- The nature of the bible, its role and place in the Church.
- The nature of *inspiration* and its relation to the authors of the bible.
- The socio-political, religious and historical background of the Ancient Near East which gave birth to the bible.
- The various traditions, view and theologies, such as the *Deuteronomistic Theology*, which shaped the Old Testament (OT).

- The various methods of interpretation and approaches thereof, such as the Diachronic and Synthetic approaches to interpretation, for an accurate understanding and interpretation of the OT. Among these, the Documentary Sources will be discussed at length.
- The major division of the OT books, and literary genre of some OT writings
- An overview of the Pentateuch, as well as the theory of Documentary Sources.

Course Outline: This module serves as a good basis and introduction into the subsequent exegetical and in-depth study of individual OT books, and will contribute to both systematic theology and ecclesiastical studies. The socio-historical and cultural background studied will create a better panorama sufficient for an informed and accurate interpretative process of the OT. The following topics will be covered:

- Church and the Old Testament
- Inspiration
- Approaches to Interpretation
- History of the Ancient Near East
- Socio-political and historical context of the Ancient Near East
- The Pentateuch, Jews and the Church
- Documentary Hypothesis of the Pentateuch
- Deuteronomist Theology History
- Old Testament books
- Hebrew canon and the LXX Deuterocanonical / Apocrypha

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Summarise the nature of the bible, its role and place in the Church.
- Investigate the nature of inspiration and its relation to the authors of the bible.
- Compare and contrast socio-political, religious and historical background of the Ancient Near East which gave birth to the Bible.
- Interpret various traditions, view and theologies, such as the Deuteronomistic Theology, which shaped the Old Testament (OT).
- Compare thee various methods of interpretation of the Diachronic and Synthetic approaches of the OT
- Review the division of the OT books, and literary genre of some OT writings
- Evaluate the Pentateuch, as well as the theory of Documentary Sources.

PRESCRIBED TEXTBOOK

CERESKO, A. R., Introduction to the Old Testament. A Liberation Perspective (New York 1992).

Recommended Sources:

- FIRST VATICAN COUNCIL, "Dogmatic Constitution on the Catholic Faith (Dei Filius)" The Scripture Documents. An Anthology of Official Catholic Teachings (ed. D. P. BÉCHARD) (Collegeville, MN 2002) 14-18.
- GRABBE, L. L., Ancient Israel. What Do We Know and How Do We Know It? (New York 2007).
- PONTIFICAL BIBLICAL COMMISSSION, The Interpretation of the Bible in the Church (Nairobi 1994); see also BÉCHARD D. P (ed.), The Scripture Documents. An Anthology of Official Catholic Teachings (Collegeville, MN 2002) 244-317.
- RAINEY, A. F – NOTLEY, R. S., The Sacred Bridge. Carta's Atlas of the Biblical World. (Second and Enhanced Edition) (Jerusalem 2006).

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
23)	OLD TESTAMENT II (INTRODUCTION TO THE)	OT-INT 1501B	9	5

Rationale of Module: This module directly builds on the foundation of Introduction to OT I. It aims at an overview expansion of the OT writings on the basis of the traditions, theologies and the world of the bible learnt in the previous module. This will not only expose students to the general understanding of the bible, but will also challenge them to be aware of the complexities and challenges involved in proper interpretation. In turn, it is envisaged that students will learn about the dangers of fundamentalism, and develop interest in exegesis towards a better exposition of the OT and its message.

Course Outline: This module serves as a good basis and introduction into the subsequent exegetical and in-depth study of individual OT books, and will contribute to both systematic theology and ecclesiastical studies. The socio-historical and cultural background studied will create a better panorama sufficient for an informed and accurate interpretative process of the OT. The following topics will be covered:

- An Overview of the individual books of Pentateuch
- An Overview of Wisdom Literature
- An Overview on Psalms: their overview structure, types and theology
- An overview on Historical Books

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Summarise the individual books of Pentateuch
- Describe the wisdom literature
- Comment on the Psalms: their overview structure, types and theology
- Evaluate the Historical Books

Specific Outcomes:

- Distinguish the individual books of Pentateuch
- Evaluate the book of Genesis
- Explain the book of Exodus
- Discuss the book of Numbers
- Discuss the Wisdom of Solomon
- Discuss the Wisdom of Ben Sira
- Comment on the Psalms: their overview structure, types and theology
- Evaluate the Historical Books

- Evaluate the book of Leviticus
- Explain the book of Deuteronomy
- Describe the wisdom literature
- Understand the book of Job
- Explain the book of Ecclesiastes
- Illustrate the book of Joshua
- Comment on the book of Judges
- Compare and contrast the book of 1st Samuel & 2nd Samuel
- Compare and contrast the book of 1st Kings & 2nd Kings

PRESCRIBED TEXTBOOK

Ceresko, Anthony, R., Introduction to the Old Testament. A Liberation Perspective (New York 1992).

Recommended Sources:

- FIRST VATICAN COUNCIL, "Dogmatic Constitution on the Catholic Faith (Dei Filius)" The *Scripture Documents. An Anthology of Official Catholic Teachings* (ed. D. P. BÉCHARD) (Collegeville, MN 2002) 14-18.
- PONTIFICAL BIBLICAL COMMISSSION, *The Interpretation of the Bible in the Church* (Nairobi 1994); *see also* BÉCHARD D. P (ed.), *The Scripture Documents. An Anthology of Official Catholic Teachings* (Collegeville, MN 2002) 244-317.
- SKA, J-L., *Introduction to Reading the Pentateuch* (Winona Lake, IN 2006)

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
24)	PATRISTIC & MEDIEVAL PHILOSOPHY	PAT/MED-PH 2603A	10	6

Rationale of Module: To introduce students to Patristic Philosophy, the Early Christian philosophy. To correct the impression that the Medieval Period was a Dark Age without any philosophy of note taking place. To this end, students are exposed to the wealth of philosophy that stems from the Medieval Period. To correct the view that the Christian philosophy of this period was no genuine philosophy because of its 'subservience' to theology, the medieval dialectic between faith and reason will be highlighted. There are two main thinkers of this period, namely, Augustine and Thomas Aquinas. Therefore, the characteristics of the so-called Augustinian and Thomistic syntheses will be highlighted. Contributions of John Duns Scotus and William of Ockham and major Jewish and Islamic philosophers will also be highlighted.

Course Outline: The module gives particular attention to the ignorance of Patristic and Medieval Philosophy is the ignorance of the historical development of Western philosophy. This ignorance has led to the false belief that this period was a Dark Age devoid of any philosophy. People who believe this do not realise that some of the philosophical problems that were tackled by Modern philosophers were already tackled by Medieval philosophers. Ignorance of medieval philosophy can lead to the idiomatic "reinvention of the wheel." Conversely, knowledge of Medieval philosophy, provides an enriching transition to the study of Modern Philosophy. The following topics will be covered:

- The notion of 'Christian philosophy'
- The philosophy of the Greek Fathers (in particular, Clement of Alexandria, Origen, the Cappadocian Fathers, Pseudo-Dionysius)
- The Latin Fathers. The life, work and philosophical thought of St Augustine.
- From the Fathers to the Scholastics: Boethius
- Abelard and the problem of the universals
- St Anselm
- The teaching of philosophy and theology in the medieval period: the school of Chartres and the other cultural centres: The University
- Arab and medieval Hebrew philosophy: Avicennes, Averroës, Maimonides
- Philosophy in the 13th century: St Bonaventure and St Albert Magnus
- The life, work and philosophical thought of St Thomas Aquinas
- Scotus, Ockham (General indicators)

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Define 'Christian philosophy'
- Narrate the philosophy of the Greek Fathers
- Summarise the philosophy of the Latin Fathers
- Demonstrate the role of Boethius in the transition from the philosophy of the Fathers of the Church to the philosophy of the Scholastics.
- Illustrate Abelard's contribution towards the problem of the universals.
- Review what St Anselm meant by "Fides quaerens Intellectum"
- Challenge the teaching of philosophy and theology in the medieval period at the school of Chartres and other cultural centres.
- Distinguish Arab and medieval Hebrew philosophy including Avicennes, Averroës, Maimonides.
- Evaluate philosophy in the 13th century including St Bonaventure and St Albert Magnus.
- Investigate the life, work and philosophical thought of St Thomas Aquinas.
- Demonstrate the role of John Duns Scotus and William Ockham in the twilight of medieval philosophy.

PRESCRIBED TEXTBOOK

Mondin, Battista. 1991. History of Medieval Philosophy. Bangalore: TPI.

Recommended Source:

Konickal, Joseph. 2004. Christian Wisdom: An Introduction to Medieval Philosophy. Bangalore: JIP.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
25)	PHENOMENOLOGY OF RELIGION	PHE-REL 3706B	11	7

Rationale of Module: To understand religious phenomena as religious phenomena, not as e.g. sociological phenomena. In contrast to Philosophy of religion, to study religion from a non-normative approach – not to judge the

ultimate truth of religious phenomena. To identify, classify, and interpret the common features that are prevalent in various religions.

Course Outline: This module complements the philosophy of religion module which tends to be normative by investigating the validity of truth claims in religious traditions and in traditional beliefs about God. True to the phenomenological tradition which tends to oppose speculative thinking and preoccupation with language, phenomenology of religion emphasizes analysis or explication as well as the seeing of the matters reflected upon, but desists from making any value judgements. The following topics will be covered:

- The historical-comparative phenomenology of religion.
- Classification and comprehension.
- Religion of prehistory and the problem of evolution
- The problem of the origin and the overcoming of the positivistic interpretations in history, Ethnological and phenomenological enquiry.
- Ambiguity of the denomination of the object as the sacred. Critique of the concept of the Sacred in the sociological examples of Durkheim and the theological school of R. Otto. The sacred as a reflection of the divine in the non-divine.
- Static phenomenological considerations of the object of religion (form, type, Structure): exemplification with the case of polytheism and dualism.
- Static phenomenological considerations of the object of religion (form, type, Structure): exemplification with the case of monotheism.
- Dynamic considerations of the object of religion: cosmic and ethical-personal tendencies.
- The phenomenology of religious experience in rapport with the analogous communal Object: the place of the divine with man in relation to salvation.
- Analysis of symbols: the religious symbol and exemplifications; Cosmo biological Symbology and 'celestial god' symbology.
- Differences between religion, taboo and magic.

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Summarise the methodology of the historical-comparative phenomenology Differentiate the classification and comprehension of religious phenomena.
- Explain the Religion of prehistory.
- Distinguish ethnological and phenomenological enquiry.
- Demonstrate an appreciation of the ambiguity of the denominations.
- Critique the sacred in the sociological examples.
- Analyse the Static phenomenological considerations.
- Describe cosmic and ethical-personal tendencies.
- Analyse the religious symbol and exemplifications.
- Differentiate religion, taboo and magic

PRESCRIBED TEXTBOOK

Twiss, Sumner B. and Conser, Walter H., 1992, eds, Experience of the Sacred: Readings in the Phenomenology of Religion, Hanover, NH: Brown University Press.

Recommended Sources:

- Jones, Lindsay, 2000, The Hermeneutics of Sacred Architecture: Experience, Interpretation, Comparison, Volume II: Hermeneutical Calisthenics: A Morphology of Ritual-Architectural Priorities, Cambridge, MA: Harvard University Press.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
26)	PHILOSOPHICAL ANTHROPOLOGY	PH-ANT 2604A	11	6

Rationale of Module: The purpose of the course is to answer the question: Who / What is a human being? We approach the module by reflecting on the nature of the human being in terms of three aspects: The psychological activity of the human being, fundamental dimensions of the human being, and the human being as a person.

Course Outline: Philosophical Anthropology is among the few modules that require the deployment of all the main areas of philosophy (metaphysics, epistemology, logic, ethics and value theory, the philosophy of language, philosophy of science, law, sociology, politics, history, and so on) in the pursuit of its interests. It intertwines main philosophical areas to form a complex tapestry that cannot be produced by the discourses in other philosophical discourses. Therefore, it has an integrating effect among the loosely and independently conceived areas of philosophy. Almost all modules in our program study one aspect or another of the world, God, society, religion, politics, etc. Anthropology is essential in the sense that it studies the investigating and knowing Subject him/herself. The following topics will be covered:

- Psychological activity of man
- Fundamental dimensions of man
- Man, as a person
- Human death

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Describe the psychological activity of man
- List the fundamental dimensions of man
- Describe man as a person
- Describe human death

Specific Outcomes:

- Define the philosophy of man.
- Explain the divisions and method of the philosophy of man.
- Identify the constitutive elements of the living being.
- Discuss human knowledge in terms of the union of the two dimensions: sensitive and intellective.
- Explain the physiology of sensation: the causes of sensations and the various stages of sensation.
- Discuss human affectivity: sentiments and emotions.
- Explain the human body in unified totality with the spirit
- Determine the intrinsic value of the human body.
- Discuss sexual duality as the specification of human sexuality.
- Explain the historicity of man: components of the historicity.

- Explain the process of perceptive knowledge in terms of the internal senses.
- Demonstrate an appreciation of the existence, nature and object of intellective knowledge.
- Explain why human intellective knowledge is spiritual not material.
- Explain the thought-brain relations.
- Discuss the existence and nature of judgment.
- Explain the difference between human and animal intelligence.
- Explain the will in general and sensitive tendencies in particular: Instinct and habits.
- Explain Inter-subjectivity as the essential constituent of a human being.
- Discuss the definitions of the human person; substantial unity, absolute value and dignity of the person.
- Identify the religious dimension of man.
- Explain when the human spirit begins to exist in union with the new organism: the data of science and philosophical reflection.
- Explain human death.
- Discuss human immortality.

PRESCRIBED TEXTBOOK

Van Inwagen, P. 2007. *Person: Human and Divine*. Oxford: Oxford University Press.

Recommended Source:

Bermudez, J.L. 2006. *Philosophy of Psychology*. New York: Routledge.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
27)	PHILOSOPHICAL HERMENEUTICS	PH-HER 3705B	11	7

Rationale of Module: The purpose of the module is to study philosophical perspectives on the hermeneutical problem (the problem of understanding and interpretation), with particular attention to contemporary thinkers such as Heidegger, Gadamer, Ricoeur and Derrida. Themes such as the following: understanding as an ontological, universal human phenomenon; the constitutive role of history and language in the process of understanding; the tenability of both Objectivism and Relativism; a plea for Perspectivism; specific problems with regard to text interpretation in the human sciences, with the focus on the value of a deconstructive reading of texts (Derrida). The module will also study the general principles of interpretation of language and literature. The primary purpose of hermeneutics, and of the exegetical methods employed in interpretation, has been to discover the truths and values of language.

Course Outline: Since philosophical hermeneutics reflects critically on the way that one interprets texts, and since the student will spend a considerable time in their vocation reflecting on a wide variety of texts, this module will greatly benefit the student. The course demonstrates the contentious, and often vague, nature of interpretation, and challenges the student to reflect critically on how they approach their interactions with various texts.

The following topics will be covered:

- Introduction to philosophical hermeneutics
- Friederich Schleiermacher – Romantic Hermeneutics
- Wilhelm Dilthey – Romantic Hermeneutics
- Martin Heidegger – Phenomenological Hermeneutics
- Hans-Georg Gadamer – Philosophical Hermeneutics
- Paul Ricouer – Hermeneutic Phenomenology
- Jacques Derrida – Post-structuralism

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Summarise philosophical hermeneutics
- Evaluate Friederich Schleiermacher – Romantic Hermeneutics
- Demonstrate an appreciation of Wilhelm Dilthey – Romantic Hermeneutics
- Present Martin Heidegger's contribution – Phenomenological Hermeneutics
- Present Hans-Georg Gadamer's contribution – Philosophical Hermeneutics
- Critique Paul Ricouer – Hermeneutic Phenomenology
- Critique Jacques Derrida – Post-structuralism

Recommended Sources:

- Dilthey, W. and Jameson, F. 1972. The Rise of Hermeneutics. New Literary History, Vol. 3, No. 2, pp. 229-244. (available online: http://mercaba.org/SANLUIS/Filosofia/autores/Contempor%C3%A1nea/Dilthey/The%20rise%20of%20hermeneutics.pdf)
- Gander, H. 2014. Gadamer: The universality of hermeneutics. The Routledge Companion to Hermeneutics. London: Routledge, pp. 137-148.
- Grondin, J. 2014. Ricoeur: The long way of hermeneutics. The Routledge Companion to Hermeneutics. London: Routledge, pp. 149-159.
- Makkreel. R.A. 2014. Dilthey: Hermeneutics and Neo-Kantianism. The Routledge Companion to Hermeneutics. London: Routledge, pp. 74-84.
- Malpas. J. 2014. Introduction: Hermeneutics and Philosophy. The Routledge Companion to Hermeneutics. London: Routledge, pp. 1-9.
- Scholtz, G. 2014. Ast and Schleiermacher: hermeneutics and critical philosophy. The Routledge Companion to Hermeneutics. London: Routledge, pp. 62-73.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
28)	PHILOSOPHY (INTRODUCTION TO)	PH-INT 1501A	10	5

Rationale of Module: The course introduces students to the activity of philosophizing in general, and shows the importance of philosophizing in the pursuit of theological training in particular. However, it will be profitable also, to students who are studying towards the Bachelor of Philosophy without intending to pursue theological training at a later stage. To this end, the course offers a succinct overview of what philosophy is, how it differs from mathematics, science, and theology. The module also introduces students to the varied questions that philosophers have sought to address.

Course Outline: This course lays a foundation for all other philosophical courses in our Bachelor of Philosophy programme. Without this course, we are like people labouring in vain to construct walls without the foundation. It also gives a panoramic view of the whole philosophical development and thus provides a locus and context for the rest of our fundamental, core and elective courses. The following topics will be covered:

- Definition of Philosophy
- Division of Philosophy
- The Principal Systematic Solutions
- Philosophical Methods
- The Great Historical Currents of Thought
- Contemporary Orientations
- Is Progress in Philosophy Indefinite, or is there a Philosophia Perennis?
- Philosophy and the Sciences
- Philosophy and Religion
- The Catholic Church and Philosophy
- The Teaching of Philosophy

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Define Philosophy
- Identify the divisions of Philosophy
- Evaluate the principal systematic solutions
- Illustrate the philosophical methods
- Describe the great historical currents of thought
- Identify the contemporary orientations
- Evaluate if progress in philosophy indefinite
- Evaluate the Philosophia Perennis?
- Distinguish between philosophy and the sciences
- Distinguish between philosophy and religion
- Describe the relationship between the Catholic Church and philosophy
- Discuss the teaching of Philosophy

PRESCRIBED TEXTBOOK

- Introduction to Philosophy. (2nd edition) 2001, Nairobi: Consolata Institution of Philosophy Press.

Recommended Sources:

- Warburton, N. 2004. Philosophy: the Basics. London: Routledge.
- Craig, E. 2002. Philosophy: A very short Introduction. Oxford: Blackwell.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
29)	PHILOSOPHY OF COSMOLOGY	PH-COS 208B	6	11

Rationale of Module: To introduce students to the philosophical reflection on the scientific discoveries regarding the origin, size and destiny of the universe.

Course Outline: Since philosophical hermeneutics reflects critically on the way that one interprets texts, and since the student will spend a considerable time in their vocation reflecting on a wide variety of texts, this module will greatly benefit the student. The course demonstrates the contentious, and often vague, nature of interpretation, and challenges the student to reflect critically on how they approach their interactions with various texts. The following topics will be covered:

- Cosmology's Standard Model
- Under-determination
- Origins of the Universe
- Anthropic Reasoning and Multiverse
- Testing models Paul Ricouer – Hermeneutic Phenomenology

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Cosmology's Standard Model
- Under-determination
- Origins of the Universe
- Anthropic Reasoning and Multiverse
- Testing models Paul Ricouer – Hermeneutic Phenomenology

PRESCRIBED TEXTBOOK

Batterman, Robert W., (ed.), 2013, Oxford Handbook of Philosophy of Physics, Oxford: Oxford University Press. doi:10.1093/oxfordhb/9780195392043.001.0001

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
30)	PHILOSOPHY OF CULTURE	PH-CUL 3707B	11	7

Rationale of Module: The purpose of this module is to examine why questions of cultural identity have acquired increasing visibility and salience in recent years, in social and cultural theory as well as in a number of different fields of research in the social sciences, cultural studies, and the humanities. To illuminate and to advance debates about 'cultural identity' and their meaning in contemporary social formations.

Course Outline: Philosophy of Culture will add a new dimension to programmes in which issues of personal identity features e.g. in ethics, political philosophy, etc. A course on cultural identity is an important component of our programme at the time that issues of group and cultural identity are becoming ever more salient than before.

The following topics will be covered:

- Who Needs Cultural 'Identity'?
- Short History of Identity
- Enabling Identity? Biology, Choice and the New Reproductive Technologies
- Culture's In-Between
- Interrupting Identities
- Identity and Cultural Studies - Is That All There Is?
- Music and Identity
- Identity, Genealogy, History
- Organizing Identity: Entrepreneurial Governance and Public Management
- The Citizen and the Man About Town

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Define Cultural 'Identity'
- Summarize the history of Identity
- Compare Biology, Choice and the New Reproductive Technologies
- Distinguish Culture's In-Between
- Describe interrupting Identities
- Evaluate Identity and Cultural Studies
- Differentiate Music and Identity
- Differentiate Identity, Genealogy, History
- Define entrepreneurial governance and public management
- Discuss Citizen and the Man About Town

PRESCRIBED TEXTBOOK

Hall, S. and Du Gay, P. 2003. *Questions of Cultural Identity*. (6th edition) London: Thousand Oaks,

Recommended Sources:

- Anderson, B. 1983. *Imagined Communities: Reflections on the Origin and Spread of Nationalism.* London: Verso Books.
- Appadurai, A. 2006. *An Essay on the Fear of Small Numbers: Geography of Anger*. Durham, NC: Duke University Press.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
31)	PHILOSOPHY OF EDUCATION	PH-EDU 1506B	7	5

Rationale of Module: Philosophy of education is a systematic reflection upon the variety of activities and practices by which we seek to impart knowledge, information and develop human capacities. It involves sustained inquiry into; the aims or goals of the educational process meaning the end results of the activities and practices, the most effective means to attain those goals (the Teaching methods) and the proper content or subject matter of the education (the curriculum). Since Education concerns the set of processes by which young people are introduced to and brought into participation in their culture and their society, educational Philosophy necessarily includes also the reflections on the role of individuals in the social and political order.

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Understand the Nature of Education, since this course primarily intended to help students reflect on the nature of education by cultivating a sophisticated knowledge of the most prominent educational theories.
- Be conversant concerning problems and issues in educational theory and how those issues work out in educational practice.
- More broadly, develop an informed historical sense of the tradition of western Educational philosophies and some facility in tracing the lines of influence between specific major thinkers.
- Development specific philosophical and academic skills.
- Be able to read philosophical texts more closely and carefully express one's own educational positions more clearly both verbally and in writing.

Recommended Sources:

- Banks, J. A.(1997). *Teaching strategies for ethnic studies. (6th edition). Boston: Allyn and Bacon.*
- Boston: Allyn and Bacon. Greene, M. *(1996). Releasing the imagination.* San Francisco: Jossey Bass.
- Challam, K.S. *Education and Weaker Sections.* New Delhi: Inter India Publications .1998.
- Chandra, U. *Human Rights. Allahabad:* Law Agency Publications.2007. Carlos S.N., The Ethics of Human Rights, Clarindo Press Oxford, 1991.
- *The Human Rights Education Resource book, second edition, Human Rights Education Associates (HREA), 2000. Available on-line*
- *Educational Technology in Distance Education –Prof. P.K. Sahoo, Prof. of Education and Head, Deptt, of Education,Kota* Open University,Kota Rajsthan.
- Chandra S. S., R. Sharma, Rejendra K (2002*) " Philosophy of Education."* New Delhi, Allantic publishers.
- Chakraborty A. K. (2003*)." Principles and Practices of Education."* Meerut, Lal Book Depot.
- Gupta S. (2005). *" Education in Emerging India. Teachers role in Society."* New Delhi, Shipra Publication.
- Seetharamu, A. S. (1989). *Philosophy of Education. New Delhi, '* Ashish Publishing House.
- Taneja, V. R. (2000). *" Educational Thought and Practice*." New Delhi, Sterling.
- Plato. 1941 *The Republic of Plato. Trans.* Francis Macdonald Cornford. New York: Oxford University Press.
- Plato. 1970 *The Laws. Trans. Trevor J. Saunders.* Harmondsworth, UK: Penguin.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
32)	PHILOSOPHY OF RELIGION & OF GOD	PH-REL 3705B	11	7

Rationale of Module: To introduce students to the philosophical reflection on humanity's religious consciousness and its cultural expressions in thought, language, feeling, and practice.

Course Outline - The module has two foci;

I. God or Brahman or Nirvana or whatever else the object of religious thought, attitudes, feelings, and practice is believed to be.
II. The human religious subject, that is, his / her thoughts, attitudes, feelings, and practices.

The following topics will be covered:

- An overview of the history of the Philosophy of Religion and of God
- Divine attributes: Omnipotence, Omniscient. Omnibenevolent
- Arguments for and against God's Existence
- Ontological Argument
- Cosmological Argument
- Design Argument
- The problem of evil
- Pragmatic Argument – Pascal's wager
- Miracles
- Mysticism and Religious Experience

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Present an overview of the history of the Philosophy of Religion and of God
- Explain the meaning of divine attributes of Omnipotence, Omniscience and Omnibenevolent and philosophical problems encountered in that exercise.
- Explain the Ontological Argument and its shortcomings.
- Explain the Cosmological Argument and its shortcomings
- Give an account of the Design Argument and its shortcomings
- Discern whether belief in God still makes sense given the persistence of human evil and suffering.
- Give an account of Pascal's wager and its shortcomings.
- Explain the role and significance of miracles in religious belief.

PRESCRIBED TEXTBOOK

- Wainright, W.J. 2005. *The Oxford Handbook of Philosophy of Religion*. Oxford: Oxford University Press.

Recommended Sources:

- Hughes, G.J. 1995. *The Nature of God.* London: Routledge.
- Warburton, N. 2004. *Philosophy: The Basics*. London: Routledge (pp. 41-133).
- McGrath, Alister. 2011. *Surprised by Meaning: Science, Faith and How We Make Sense of Things.* Westminster: John Knox Press.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
33)	PHILOSOPHY OF SCIENCE	PH-SCI 3704A	11	7

Rationale of Module: To introduce students to the core issues in the philosophy of science, in particular, the debates about the nature of the scientific method, theories of confirmation, the demarcation of science from non-science, the rationality of theory change, and scientific realism.

Course Outline: Students will be introduced to the key thinkers in philosophy of science such as Popper, Carnap, Kuhn, Hempel and van Fraassen. The following topics will be covered:

- The historical background to contemporary philosophy of science: The Scientific Revolution
- The Problem of Induction
- Karl Popper and Falsificationism
- Thomas Kuhn and the idea of scientific revolutions
- Recent theories of the scientific method
- Scientific realism
- The problem of underdetermination
- Contemporary antirealism: van Fraassen's Constructive Empiricism
- The problems of theory change for scientific realism

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Give an account of the historical background to contemporary philosophy of science: The Scientific Revolution
- Explain the Problem of Induction.
- Give an account of Karl Popper and Falsificationism as a distinguishing attribute of true science.
- Explain the development of science in terms of Thomas Kuhn and the idea of scientific revolutions.
- Explicate recent theories of the scientific method.
- Explain why scientific realism tends to be the dominant model in philosophy of science.
- Explain the problem of underdetermination in science.
- Give an account of van Fraassen's Constructive Empiricism as a form of contemporary antirealism.
- Give an account of the problems of theory change for scientific realism.

PRESCRIBED TEXTBOOK

Ladyman, J. 2002. *Understanding Philosophy of Science*. London: Routledge

Recommended Material:

- Steinle, F. (2002) "Experiments in History and Philosophy of Science," *Perspectives on Science* 10:408–32.
- Woodward, J. (2003). *Making Things Happen: A Theory of Causal Explanation.* New York: Oxford University Press.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
34)	POLITICAL PHILOSOPHY	POL-PH 206B	11	6

Rationale of Module: The course investigates the nature, causes, and effects of good and bad government as well as the meaning, nature, and scope of central concepts in political philosophy. We will reflect on how life would be like without government and whether citizens owe uncritical obedience to the governments which they have chosen; whether liberty is more important than social justice; whether the welfare state destroys our independence; whether the majority can rightly dictate to a minority. We will reflect on the reasons why for many centuries the relations between men and women and the position of minority cultural groups, were routinely ignored in treatises of political

thought. We will focus on the analysis of the ideas and concepts which form the content of political debate and show how ideas influence not only arguments but political behaviour as well.

Course Outline: Political philosophy is of vital importance to the knowledge mix of our programme. It fits well into Aristotle's remarkable scheme of the divisions of philosophy into theoretical, practical, and poetic philosophy. Political philosophy, ethics and economics fall under practical philosophy. Without political philosophy, practical philosophy will be incomplete in this Aristotelian scheme of the division of philosophy. The following topics will be covered:

- The State of Nature
- Justifying the State
- Who Should Rule?
- The Place of Liberty
- The Distribution of Property
- Individualism, Justice, Feminism

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Give an account of how life will be like in the State of Nature / without government.
- Give justification for the existence of the State.
- Give an account of Who Should Rule?
- Give an account of the place of liberty of citizens in the context of the authority of the State.
- Give an account of how property should be distributed in society.
- Give an account of Individualism, Justice, and Feminism.

PRESCRIBED TEXTBOOK:

Wolff, J. 1996. *An Introduction to Political Philosophy*. Oxford: Oxford University Press.

Recommended Sources:

- Christman, J. 2002. *Social and Political Philosophy: A contemporary Introduction*. New York: Routledge.
- Miller, D. 2003. *Political Philosophy: A Very Short Introduction.* Oxford: Oxford University Press.
- Swift, A. 2001. *Political Philosophy*. Cambridge: Polity Press.
- Warburton, N. 2005. *Philosophy: The Basics.* London: Routledge.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
35)	PSYCHOLOGY	PSY 2603A	7	6
		PSY 1510A	-	-
		PSY 1510B	-	-

Rationale of Module: The purpose of this module is threefold: To involve students in an introductory exploration of the field of psychology. This exploration highlights experiences, theories and results that represent and are relevant to South African contexts. The basic constructs and principles contained in the theories of Freud, Erikson, Maslow and Sternberg will be introduced.

- To explore the psychological issues that are relevant to the context of the course, for example anger management, relationships, and stress management.
- To explore psychological issues relevant to ministry in the South African context.

Course Outline: Students will be able to reflect on, and, dialogue as to how the exploration of psychological theories and themes have enriched and equipped their humane, intellectual, emotional, spiritual and pastoral formation for future ministry, in relation to knowledge and experience gained in other modules in this semester.

The following topics will be covered:

- Introduction to Psychology
- Basic Psychological Concepts
- Maslow's Humanistic Theory
- Freud's Psychoanalytic Theory
- Erikson's Psychosocial Theory
- Sternberg's Triangulation Theory of Love
- Anger Management
- Conflict Resolution
- Stress Management
- Ubuntu and psychological principles

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Define Psychology
- Define Basic Psychological Concepts
- Illustrate Maslow's Humanistic Theory
- Illustrate Freud's Psychoanalytic Theory
- Illustrate Erikson's Psychosocial Theory
- Illustrate Sternberg's Triangulation Theory of Love
- Illustrate anger management
- Demonstrate conflict resolution process
- Demonstrate understanding of stress management
- Distinguish Ubuntu and psychological principles

PRESCRIBED TEXTBOOK:

- Corey, G. 2005. *Theory and practice of counselling and psychotherapy*. 7th edition. Belmont: Thomson Brooks/Cole.

Recommended Sources:

- Hjelle, L. A., & Ziegler, D. J. 1992. *Personality theories: Basic assumptions, research, and applications*. 3rd edition. San Francisco: McGraw-Hill.
- Maddi, S. R. 2004. *Personality theories: A comparative analysis*. Illinois: Waveland.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
36)	SCIENCE & RELIGION	SCR 3701A	11	7

Rationale of Module: The purpose of this module is to explain that the natural sciences, new cosmology, new-biology etc. have gradually become the horizon against which truth claims are measured. The youth is exposed to a never-ending stream of techno-scientific information (both trustworthy and pseudo), as displayed in the media. This can often lack harmony with religion which leads to a schizophrenic kind of existence in which religion remains detached

from the life-world. The course aims to confront various aspects of a scientific world-view and shows how it affects religion and vice versa.

Course Outline: Students are introduced to the basics of new cosmology and the debate that ensued especially with theology. This is a thumbnail sketch of what the science-religion dialogue is about. The module endeavours to clarify humankind's apparently incorrigible religiosity, and to reconcile the substance of faith and the concomitant expectations with our understanding of the physical functioning of our cosmos. Christianity offers countless plausible ways to accommodate belief in a personal god and personal salvation within the parameters of present-day techno-science. The following topics will be covered:

- Introduction to new cosmology and the science-religion debate
- Role of the Bible
- Religion and science approach
- Toward a new worldview
- Life as cartography
- The restoration of human subjectivity
- Re-evaluation of natural theology
- Toward an integrated view of rationality
- Science and theology on evil
- Brain and mind
- The principle of design
- Wisdom in a techno-scientific age

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Define cosmology
- Debate on cosmology and science-religion
- Illustrate the role of the Bible
- Illustrate the ways in which religion and science approach their respective worlds
- Demonstrate life as cartography
- Identify the restoration of human subjectivity
- Evaluate natural theology
- Describe the integrated view of rationality
- Contrast science and theology on evil
- Contrast Brain and mind
- Summarise the principle of design
- Illustrate wisdom in a techno-scientific age

PRESCRIBED TEXTBOOK

- Du Toit, C.W. 2007. *Viewed from the shoulders of God. Themes in science and theology*. Pretoria: UNISA Department of Production.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
37)	SPIRITUALITY I	SPI 3701A	6	7

Rationale of Module: This course focuses on establishing and laying the basic doctrinal and experiential foundations towards the internalization and integration of the personal, human, spiritual and holistic growth of the learner in the context of developing the spirituality of the students. The course further encourages personal growth and realization of self 'cultivating a series of human qualities'.

Course outline: Spirituality module assists in that an individual is formed with interactive prayer exercises that assist in developing a life that is 'intimately united' to Jesus Christ and lays the foundation of pastoral, spiritual formation as stated in PDV will be used. Not all Spiritualties are good therefore should not be followed.

The following topics will be covered:

- Spirituality and spiritualties
- Spirituality and Religion
- Spirituality of St Paul
- Overview of main spiritualties
- Christian Spirituality
- Catholic Spirituality
- Sacred Scripture and Spirituality
- Sources and Elements/characteristics of Spirituality
- Spirituality of the early Church
- Early Church Fathers teaching and their influence on Spirituality
- Relevance to Modern Christian

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module the student will be able to:

- Distinguish spirituality and different spiritualties
- Contrast spirituality and Religion
- Identify Spirituality of St Paul
- Summarise the main spiritualties
- Define Christian Spirituality
- Define Catholic Spirituality
- Contrast Sacred Scripture and Spirituality
- Identify Sources and Elements/characteristics of Spirituality
- Identify Spirituality of the early Church
- Contrast Early Church Fathers teaching and influence in Spirituality
- Illustrate relevance of spirituality to Modern Christian

PRESCRIBED TEXTBOOKS

- McGrath, A., 1999. *Christian Spirituality.* Massachusetts: Blackwell.
- Sheldrake, P. 2007. *A Brief History of Spirituality.* Maldern: Blackwell.
- Wright, W., 2009.*The Essential Spirituality Handbook.* Missouri: Liguori.

Recommended sources:

- Brown, D. 2009. *Religion and Spirituality: New Perspectives*. Scottsville: University of Kwazulu Natal.
- Varkey, C.P. 2015. *Be Human Be Holy.* Mumbai: St Pauls Press.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
38)	SPIRITUALITY II	SPI 3701B	6	7

Rationale of Module: This course aims at exploring spirituality in detail and equipping the student with the basic skills of Spiritual life. 'Ignorance of history is ignorance of who we are'. This course will go back to the foundations of Spirituality. We shall look at Martyrdom as a Spirituality and the development of the Desert Spirituality and Monasticism. We shall then try to find out its relevance to a modern Christian especially in South Africa.

Course outline: The Spirituality module contributes to the programme's knowledge mix in all modules as it enables student to come to appreciate the role of spirituality in different eras, because the human values/virtues are the same for people of different times. Students benefit from the skills gained in this module in their theoretical and personal spiritual lives. Students are challenged to move away from the spiritual nativity of compartmentalization.

The following topics will be covered:

- 'Martyrdom' and 'Desert'
- Martyrdom as a Spirituality
- Desert Spirituality (Look at Desert in Scripture)
- Desert Fathers and Desert Mothers (Their Teaching)
- Reflection on how Martyrdom and Desert changed their understandings in history
- Influence of other Religions to Christian Spirituality e.g. Jewish Spirituality etc.
- St Anthony of Egypt (emphasis of the aloneness of)
- St Basil (founder of communal angle of Monks)
- St Benedict and Monasticism

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Define 'Martyrdom' and 'Desert'
- Illustrate Martyrdom as a Spirituality
- Evaluate desert spirituality
- Summarise the teachings of desert Fathers and Desert Mothers
- Reflect on how Martyrdom and Desert changed the understandings in history
- Describe the influence of other Religions to Christian Spirituality
- Evaluate St Anthony of Egypt emphasis of the aloneness
- Evaluate St Basil contribution to spirituality
- Elaborate on St Benedict and Monasticism

PRESCRIBED TEXTBOOK

- Louth, A., 2003. The Wilderness of God, London, Darton Longman and Todd.

Recommended sources:

- Aumann, J. 1992. Compendium of Spirituality, Vol. I, New York, Alba House.
- Aumann, J. 1992. Compendium of Spirituality, Vol. II, New York, Alba House.
- Church Documents;
- Sheldrake, P.2007. A Brief History of Spirituality, Malden, Blackwell Publishing.

Theology Department

Bachelor of Theology (BTH) Phase-out course

Bachelor of Theology (NQF 8)

The Teach-Out Bachelor of Theology Modules & Outlines

BACHELOR OF THEOLOGY MODULES LIST [Teach-Out Programme]			
	MODULE NAME	MODULE CODE	CREDITS
1)	Biblical Archaeology I-A	BT-SA 107	4
2)	Biblical Archaeology I-B	BT-SA 117	4
3)	Biblical Greek I-A	BT-GRK 8	8
4)	Biblical Greek I-B	BT-GRK 115	8
5)	Biblical Hebrew II-A	BT-HB 222	8
6)	Biblical Hebrew II-B	BT-HB 223	8
7)	Canon Law I-A	BM-ES 105	12
8)	Canon Law I-B	BM-ES 118	12
9)	Canon Law II-A	BM-ES 202	12
10)	Canon Law II-B	BM-ES 213	12
11)	Canon Law III	BM-ES 311	12
12)	Canon Law IV-A	BM-ES 420	8
13)	Canon Law IV-B	BM-ES 424	8
14)	Catechetics I	BM-PT 111	8
15)	Catechetics II	BM-PT 214	8
16)	Christian Theological Anthropology	BT-ST 403	8
17)	Christology / Soteriology	BT-ST 304	12
18)	Church History I-A	BT-ES 112	8
19)	Church History I-B	BT-ES 121	8
20)	Church History II-A	BT-ES 210	8
21)	Church History II-B	BT-ES 221	8
22)	Ecclesiology	BT-EDD 207	8
23)	Ecumenism	BT-EC 430	8
24)	Eschatology	BT-ES 401	12
25)	Eucharist (Sacrament Of The)	BT-ES 216	12
26)	Faculties Training	BM-PT 422	36
27)	Fundamental Moral Theology I-A	BT-MT 106	8
28)	Fundamental Moral Theology I-B	BT-MT 114	8
29)	Fundamental Pastoral Theology	BM-PT 122	12
30)	God & Creation (The Doctrine Of)	BT-ST 104	8
31)	Homiletics I	BM-PT 113	8
32)	Homiletics II	BM-PT208	8
33)	Johannine Writings	BT-NJ 308	12
34)	Letter to the Hebrews	BT-NH 407	8
35)	Liturgy (Sacred) I-A	BM-ES 101	12
36)	Liturgy (Sacred) I-B	BM-ES 102	12
37)	Liturgy (Sacred) II-A	BM-ES 218	12
38)	Liturgy (Sacred) II-B	BM-ES 224	12
39)	Liturgy (Sacred) III	BM-ES 310	12
40)	Liturgy (Sacred) IV-A	BM-ES 402	8
41)	Liturgy (Sacred) IV-B	BM-ES 404	8
42)	Luke - Synoptic Gospel / ACTS	BT-NL 201	12
43)	Mariology	BT-ST 301	12
44)	Mark - Synoptic Gospel	BT-MK 205	12
45)	Marriage & Orders	BM-ES 309	12
46)	Matthew - Synoptic Gospel	BT-NM 103	8
47)	Ministerial Ethics	BM-PT 219	12
48)	Missiology	BM-ES 303	8
49)	Moral Theology II-A [Social Ethics]	BT-MT 204	8
50)	Moral Theology II-B [Social Ethics]	BT-MT 212	8
51)	Moral Theology III [Bioethics]	BT-MT 307	8
52)	Moral Theology IV [Sexual Ethics]	BT-MT 316	8
53)	Moral Theology IV-A [Virtue & Sin]	BT-MT 418	12
54)	Moral Theology IV-B [Virtue & Sin]	BT-MT 423	12
55)	Old Testament Histories	BT-OH 116	8
56)	Old Testament Prophets	BT-OP 305	12
57)	Pastoral Internship	BM-ES 312	70
58)	Pastoral Psychology	BM-PT 411	8
59)	Pastoral Supervision	BM-PT 211	12

BACHELOR OF THEOLOGY MODULES LIST [Teach-Out Programme]			
	MODULE NAME	MODULE CODE	CREDITS
60)	Patristics	BT-PAT 319	12
61)	Pauline Corpus IV-A	BT-NP 409	12
62)	Pauline Corpus IV-B	BT-NP 417	12
63)	Penance & Anointing	BM-ES 415	8
64)	Pentateuch	BT-OP 209	8
65)	Pneumatology	BT-ES 217	12
66)	Revelation (The Doctrine Of)	BT-DT 120	8
67)	Sacraments (Introduction To)	BT-ES 206	8
68)	Sin And Grace	BT-ST 406	8
69)	Spirituality I-A	BM-SP 110	8
70)	Spirituality I-B	BM-SP 119	8
71)	Spirituality II-A	BM-SP 203	12
72)	Spirituality II-B	BM-SP 220	12
73)	Spirituality III	BM-SP 306	12
74)	Spirituality IV-A	BM-SP 405	8
75)	Spirituality IV-B	BM-SP 414	8
76)	Summative Comprehensive Examination	BT-SCE 432	40
77)	Summative Research Paper	BT-SRP 431	25
78)	Theology (Introduction To)	BT-ST 109	8
79)	Trinity (Most Holy/Doctrine Of)	BT-ST 318	12
80)	Wisdom & Psalms	BT-OW 419	12
81)	World Religions	BT-DT 402	4
The above list is in Alphabetical Order			

SEMESTER I: THEOLOGY IV
1) Canon Law IV-A
2) Christian Theological Anthropology
3) Ecumenism
4) Letter to the Hebrews
5) Liturgy (Sacred) IV-A
6) Pauline Corpus IV-A
7) Moral Theology IV [Sexual Ethics]
8) Spirituality IV-A
9) Trinity (Most Holy/Doctrine Of)
10) World Religions

SEMESTER II: THEOLOGY IV
1) Canon Law IV-B
2) Eschatology
3) Liturgy (Sacred) IV-B
4) Pastoral Psychology
5) Pauline Corpus IV-B
6) Penance & Anointing
7) Sacred Liturgy IV-A
8) Sin And Grace
9) Spirituality IV-B
10) Virtue & Sin
11) Wisdom & Psalms

BACHELOR OF THEOLOGY MODULE OUTLINES – TEACH-OUT PROGRAMME

	MODULE	MODULE CODE	CREDITS
1)	BIBLICAL ARCHAEOLOGY I-A	BT-SA 107	4

Module Objectives and Content: Biblical Archaeology is offered for First Year Theology students in two semesters.

First Semester - Tell Excavations in Israel: The aim of this semester module is to introduce the subject of Biblical Archaeology. The focus is on tell excavations, because tells (or ruin hills) are characteristic of the archaeological landscape of the Holy Land. Practical experience is limited to the handling of pottery fragments from archaeological excavations in Israel and cartography and the interpretation of maps. All elements of the course are periodically illustrated with slide shows and, if time permits, a visit to museums with archaeological exhibitions such as the Mapungubwe Museum at the University of Pretoria.

Key issues that are addressed in the course are:

- The characteristics of a tell
- Orthographic maps and the site plan
- Selection of excavation areas
- Stratigraphical excavations
- Vertical (trench) and horizontal excavations
- The composition of an archaeological team
- Responsibilities of the staff members
- Excavation techniques and tolls
- The results of excavations: publications, exhibitions

	MODULE	MODULE CODE	CREDITS
2)	BIBLICAL ARCHAEOLOGY I-B	BT-SA 117	4

Module Objectives and Content: Second Semester - Fascinating discoveries from the biblical world:

The aim of this semester module is to introduce students to some of the most significant archaeological finds from the Biblical world. The scope is much wider than Israel, and includes finds from Egypt, the Holy Land, Mesopotamia, Persia and Asia Minor. Chapters of the text book are illustrated and students are advised to research one or two themes that they are interested in as assignments that form part of the formative evaluation. The themes of the course are the following:

- Daily life: work and play
- Art from the Biblical world
- Architecture from the Biblical world
- Writings from the Biblical world
- The people's religion
- On death and dying

	MODULE	MODULE CODE	CREDITS
3)	BILBICAL GREEK I-A	BT-GRK 108	8

Module Objectives and Content - Course Description: The purpose of this course is to give the student an introduction to the Greek language with a biblical orientation.

Content: The Greek alphabet and Greek's extensive morphology; Greek nouns, adjectives, adverbs, pronouns and prepositions; use of the definite article; vocabulary related to each declension; Greek verbs and their inflections; common verbs used in the Bible; Greek vocabulary related to the Bible; John 1, Chapters 1 and 2; some passages from the New Testament.

Aims and Objectives: To make learners aware of: The need for Greek in biblical and theological studies; the place of Greek in modern scientific studies; mastery of the vocabulary, grammar and syntax to read and understand sections of the Bible. Critical cross-field outcomes: Learners will have added confidence in their pursuit of theological and biblical studies. They gain insights into the origin and use of many English words.

	MODULE	MODULE CODE	CREDITS
4)	BIBLICAL GREEK I-B	BT-GRK 115	8

Module Objectives and Content: Introduction to the basic morphology of the language, which includes an introduction to the verbal forms, Greek Verbs, Deponent Verbs, Participles, as well as an introduction to John 1, 1 John 1, 1 John 2.

	MODULE	MODULE CODE	CREDITS
5)	BIBLICAL HEBREW II-A	BT-HB 222	8

Module Objectives and Content:

- Introduce students to the Hebrew alphabet and writing; sentence structure; *waw* conjunctive; prepositions; subject and object; definiteness; *qal* perfectum; gender, number and person; gutturals; pronouns; conjugation of the verb *qal imperfectum*; *pey nun* verbs
- The students start reading simplified texts of Genesis. They also receive a CD with readings in Hebrew. Students need to complete an assignment after each lesson.

	MODULE	MODULE CODE	CREDITS
6)	BIBLICAL HEBREW II-B	BT-HB 222	8

Module Objectives and Content:

- Main Objectives:
- Ayin waw/yod pe'alim

- Itsurim sheqetim
- Lamed-hey pe'alim
- The construct state (smikhut)
- Pey-yod/waw pe'alim Qal
- Seven binyanim
- Tsurot of pe'alim in the active binyanim be'abhar and be' atid
- Tsurot of pe'alim in the passive binyanim be'abhar and be'atid.

	MODULE	MODULE CODE	CREDITS
7)	CANON LAW I-A	BM-ES 105	12

Module Objectives and Content - Book I of the Code on GENERAL NORMS:

- Canonical concepts and terminology; laws and customs; physical and juridical persons; juridical acts; power of governance.
- Introduction to the Church's legal system and in particular Book I of the Code of Canon Law. Canons 1 to 95 examined in the light of the canonical tradition, documents of the Second Vatican Council and the revision of the law. Includes the following: specificity of the Code, law, custom, general decrees and singular administrative acts.
- A study of the Second Part of Book One of the Code of Canon Law. Includes physical and juridical persons, juridical acts, the power of governance, ecclesiastical offices, prescription and the computation of time: Canons 96-203.

	MODULE	MODULE CODE	CREDITS
8)	CANON LAW I-B	BM-ES 118	12

Module Objectives and Content:

Book III – Teaching Office of the Church: The students are brought to an understanding of the Church's primary function of proclamation and evangelization in its various forms, particularly by preaching and catechizing.

Book V – The Temporal Goods of the Church: Herein, it is emphasized that priests and other ministers are accountable both to the Bishop and to the faithful regarding their stewardship of the temporal goods of the Church.

	MODULE	MODULE CODE	CREDITS
9)	CANON LAW II-A	BM-ES 202	12
10)	CANON LAW II-B	BM-ES 213	12

Module Objectives and Content:

BOOK II: THE HIERARCHICAL CONSTITUTION OF THE CHURCH: Part II: Universal and Supra-Diocesan Church Structures (cc. 330-367; 431-459). Theological-canonical issues pertinent to Latin Church governance at the universal and intermediary levels. Reflections on Petrine ministry and College of Bishops / Ecumenical Council, Synod of Bishops, College of Cardinals, Roman Curia, and Pontifical Legates. Observations on provinces and regions, metropolitans, particular councils with particular attention directed to episcopal conferences.

STRUCTURES OF THE PARTICULAR CHURCH (CC. 368-430, 460-555): This part of the course focuses on the theological-canonical reflections on the various structures whereby the particular church is organized for mission. 1983 code in light of Vatican Council II and post-conciliar legal developments, some comparative analysis of the 1917 code. The nature of the particular church, the office of Diocesan Bishop, the Diocesan Synod, the Diocesan Curia, consultative bodies such as the Presbyteral Council, the Finance Council and the College of Consultors, the office of pastor, and the structure of the parish.

	MODULE	MODULE CODE	CREDITS
11)	CANON LAW III	BM-ES 311	12

Module Objectives and Content:

BOOK IV: MUNUS SANCTIFICANDI: Theological-canonical reflections on selected questions in the canons of Book IV, other than the sacrament of marriage, in light of the teaching of the Second Vatican Council, post-conciliar legislation, and the process of revising the Code of Canon Law. Particular emphasis is on issues in the sacramental law of Christian initiation, penance, and anointing of the sick. Selected questions in Part II (other acts of worship) and Part III (sacred places and times) of Book IV are also studied.

	MODULE	MODULE CODE	CREDITS
12)	CANON LAW IV-A	BM-ES 420	8

Module Objectives and Content: The Code of Process, with specific reference to sacrament of marriage as is found in Book 7. Annulment of marriages; training candidates in conducting interviews for marriage nullity cases i.e. doing rogatories for our marriage tribunals, the most pastoral of ministries since it helps people to return to the practice of faith.

	MODULE	MODULE CODE	CREDITS
13)	CANON LAW IV-B	BM-ES 424	8

Module Objectives and Content: This course looks at Book VI – with specific reference to sanctions in the Church. The course will look at punishment of offences in general; penal law and penal rescripts; those who are liable to penal sanctions; penalties and other punishments; the application of penalties; the cessation of penalties etc.

	MODULE	MODULE CODE	CREDITS
14)	CATECHETICS I	BM-PT 111	8

Module Objectives and Content - Course Description: It should be noted that the Catholic Church differentiates between these terms;

- Catechetics: way of teaching catechism.
- Catechesis: transmission of faith (actual teaching of catechism).
- Catechism: the content of faith that is transmitted in catechesis.

This course has two dimensions. It has the delivery of the content and application. It is therefore done in two semesters. Catechetics I (semester I) deals with the content while Catechetics II (semester 2) deals with application with more focus on the Rite of Christian Initiation of Adults (RCIA).

Module Outcomes:

- To give students tools on how to oversee and ensure that catechesis is done properly in their future parishes.
- To help them develop an interest and encourage catechesis.
- To actually help how to catechize different groups of people in different contexts and to be able to train lay catechists in their parishes.

	MODULE	MODULE CODE	CREDITS
15)	CATECHETICS II	BM-PT 214	8

Module Objectives and Content - Aim:

- To give students tools on how to oversee and ensure that Catechetics is done properly in their parishes one day.
- To help them develop an interest and encourage catechesis.
- To actually help how to catechize different groups of people in different contexts.

Course Outline:

- Catechetics at the service of on-going formation.
- Catechesis and religious instruction in schools.
- The nature, object and duties of catechesis.
- Catechesis at the service of transmitting the gospel message.

Methods of Catechesis:

- Catechesis according to age.
- Catechesis for special situations, mentalities and environments and the media.
- Catechetics in socio religious context.
- Formation for the service of catechesis.
- Catechesis at the Christian Initiation of adults

	MODULE	MODULE CODE	CREDITS
16)	CHRISTIAN THEOLOGICAL ANTHROPOLOGY	BT-ST 403	8

Module Objectives and Content: The intentioned outcome of this course is to provide the student with a profound self-knowledge and appreciation and the practical implications of what it means to be created in the image of God.

Foundational Competence: This broad course encompasses all aspects of the human phenomenon and the objective is to understand the human person in the light of the word of God. It offers the students various modern presentations of coming to human self-knowledge which includes inter alia the Biblical, Philosophical, Psychological, Social, Economic and Religious Understanding of Human Nature. It explores in depth the human person as the image of God, mortality and life after death. The Document "Gaudium et Spes" is consulted and issues pertaining to the human condition is explored in fine detail. These pertain to Sin, Freedom and to central problems such as Original Sin – the consequences of sin as interpreted in human suffering and the Doctrine of Grace.

Practical Competence: The desired practical component of this study is that the student will require authentic insight into him / herself and that this self-understanding will foster an appreciation of God's perceived correlation with all people. This self-knowledge brings the individual to a personal understanding of human fragility and reliance on God and other people. Connected with the human condition is the realization that the human person is troubled with uncertainty and that faith is the dynamic factor which provides meaning to life.

Module Outcomes - Reflexive Skills (Attitudes and Values): The value of this course is that the person relates to the personal aspects of the course and apply the insights to the individual condition. The insights of the human condition could assist the individual towards personal growth and actualization. Growth in maturity assists the person in understanding others and develops an attitude of compassion and tolerance towards the weakness of human nature.

	MODULE	MODULE CODE	CREDITS
17)	CHRISTOLOGY/SOTERIOLOGY	BT-ST 304	12

Module Objectives and Content - Foundational Knowledge:

- This course is aimed at leading the candidates to priesthood to a complete and unified vision truth about the person and the work of the Redeemer so as to understand and appreciate their faith.
- Therefore, the course will consider the person and work of Jesus the Christ, both as He has been appropriated by the Church's Tradition and as He has been considered in the light of contemporary questions of meaning. The goal is not only to become familiar with classic texts and controversies, but also to equip students to consider and articulate the enduring and universal relevance of Jesus to a "post-modern" cultural situation. Specific emphases will be directed toward the scriptural basis for Christology, the meaning of Conciliar Christological definitions, the dynamics of Soteriology and the nature of salvation.
- Finally, the experiences of radical religious pluralism and of mass human suffering today will be brought to bear upon traditional Christological claims.

Practical Skills: To explore how to construct a meaningful and relevant answer to this question: "WHO DO YOU SAY THAT I AM?" – To situate Jesus of Nazareth in the socio-religious-historical context for reading and evaluating contemporary trends in Christology.

Module Outcomes - Attitudes and Values

The study of some selected texts and expressions of the Fourth Gospel will provoke the discussion of different aspects of Johannine Theology around the triple question of: The Origin (*pothen*) of Jesus as an enigma in John's Gospel. The incarnation of the Son of God as the source of salvation for the world (pou), the return of Christ to (pros) the Father as a pledge of the coming of the Holy Spirit.

SOTERIOLOGY

Module Objectives and Content: This course follows on Christology and leads the student to a deeper and broader understanding of the meaning of salvation. It focuses particularly on the role of Jesus Christ in bringing God's Plan of Salvation to fruition and the implications thereof for the human person.

Foundational Knowledge: The student draws on previous theological insight and knowledge as a springboard towards exploring a deeper meaning of Salvation. The difference between objective and subjective Salvation. The development of basic soteriological ideas as they appear in the Old and New Testament literature as well as in Post-Biblical times. The incarnation and role of Jesus' life and death. Jesus' sacrifice, ransom and atonement. Merit and Vicarious satisfaction, and the Resurrection. Subjective Salvation looks at the issue of justification by faith, the problem and progress made in this regard. Predestination and sanctification.

Module Outcomes - Attitude and Values: The desired attitude that this course wishes to foster is the openness of the student towards the concept of Salvation in its very broad sense and a sensitivity to all people. To cultivate a deep awareness towards humanizing the environment and transforming society into an area that is salvific to all.

	MODULE	MODULE CODE	CREDITS
18)	CHURCH HISTORY I-A	BT-ES 112	8

Module Objectives and Content: After the completion of this course, students would have gained insight into the implications of postmodernism with respect to religious thought. Events such as Reformation, slavery and some philosophical trends that brought major changes in into the society will be studied in depths. The main aim of this course is to help students to understand the events that led to the Protestant Reformation and the impact the Reformation had in the history of the Church in Europe.

Module Outcomes: This course will also help students to understand the responsibility of Christians in the contemporary pluralistic society.

	MODULE	MODULE CODE	CREDITS
19)	CHURCH HISTORY I-B	BT-ES 121	8

Module Objectives and Content: Events such as Reformation, slavery and some philosophical trends that brought major changes in into the society will be studied in depths. The main aim of this course is to help students to understand the events that led to the Protestant Reformation and the impact the Reformation had in the history of the Church in Europe. This course will also help students to understand the responsibility of Christians in the contemporary pluralistic society.

Module Outcomes: After the completion of this annual course, students would have gained insight into the implications of postmodernism with respect to religious thought.

	MODULE	MODULE CODE	CREDITS
20)	CHURCH HISTORY II-A	BT-ES 210	8

Module Objectives and Content:

- The course is divided into three sections; each section is divided into several chapters. At the end of the three sections, the students will be able to articulate the historical development of the Christian creed.
- The first section will enable the learner to get a thorough understanding of the life of the Early Church. All chapters in this section trace the development of the Christian doctrine from the Palestine to the pagan world. The valuable contribution made by the Greek and Roman cultures to the Christian creed will be examined carefully.
- Students will also learn how to interpret ancient historical documents. The theologies of St Ignatius of Antioch, St Irenaeus and Tertullian will be studied in depth. We shall also catch a short-glimpse on the subject of martyrdom in the early Church. The above discussion will take us to the Edict of Milan.

Module Outcomes:

- After having carried an analytical study of the Christian world from the 7th to the 14th centuries, students will look at some of the issues that affected the life of the Church in the East and the West.
- It is however important to mention the fact the chapters in sections two and three have been arranged in such a way that the students understand the events that led to the two Schisms within the Christendom and the Protestant Reformation.

	MODULE	MODULE CODE	CREDITS
21)	CHURCH HISTORY II-B	BT-ES 221	8

Module Objectives and Content - The course is divided into three sections:

- The first two sections will help students gain insight into the: Reformation, Counter-Reformation and Slavery.
- The third section will help students to learn how to write the history of the local Church.
- The Church in Southern Africa believes that she can only fulfil her mission if she becomes a community that serves humanity. There is great enthusiasm in the Church today for shared responsibility. In order to realize this vision, men and women must be able to transcend cultural barriers and work for the good of humankind. The manner in which Christianity was brought in Southern Africa by missionaries has had a great impact in the spirituality of Catholics.
- A contemporary shift in ecclesiology has significantly influenced the shape of theological reflection in ministry. For many years, the hierarchy of the Church made decisions for the believing community. The emphasis today moves towards understanding the community of faith as the locus of theological reflection whose end to serve humanity. Therefore, it is necessary for future Church leaders to understand the history of the local Church.
- This course is designed to help the students to make an objective analysis of the historical facts. Students will be encouraged to use both primary and secondary sources; the subject will be treated without any prejudice.
- The lecturer will help students to research about the history of their ecclesial territory and make a presentation in class (thirty minutes).

Module Outcomes: The main aim of the section is to help students to learn how to write the history of the local Church.

	MODULE	MODULE CODE	CREDITS
22)	ECCLESIOLOGY	BT-ECC 207	8

Module Objectives and Content - Purpose: To give to the student a deeper insight on the mystery of the Church based on the knowledge of the Revelation data and the teachings of the Magisterium, especially the Second Vatican Council.

Content:

- The Trinitarian origin of the Church: in the salvific project of the Father, fulfilled in the actions of the Incarnate Son and in the action of the Holy Spirit in the Church's birth and development.
- The mission of the Church as a continuation of Christ's mission. The Church and the Kingdom. The Eucharist, synthesis of the mission; salvation of men; the mission of the Church within the world.
- The Church as a mystery of communion; People of God, Body of Christ, Spouse of Christ, Temple of God, Family of God, Mother of the faithful.
- The stages of the Church. The pilgrim Church as a sacrament of communion. Notes of the Church: unity, holiness, catholicity and apostolicity.
- Mary, mother and icon of the Church.
- Structure of the pilgrim Church; the double modality of the Christian priesthood; the role of the charismas. The ecclesiastical Hierarchy and its structure.
- Laity, clergy, religious. Different participation of the faithful in the Church's mission.
- Indefectibility and infallibility of the Church.
- Ecumenism; Catholic principles of ecumenism and its development.

Module Outcomes: The student is expected to acquire a firm knowledge of the main truths about the Church in her mystery of communion and universal sacrament of salvation. To be aware of the diverse features and ways of action of the Church's components: Laity, clergy, religious. To understand the reasons for the teaching

"The Church of Christ subsists in the Catholic Church" within the ecumenical context. Lastly, to be able to surmount from a too human vision of the Church to the supernatural vision of the Church as saving initiative of God, object of our faith, hope and love.

	MODULE	MODULE CODE	CREDITS
23)	ECUMENISM	BT-EC 430	8

Module Objectives and Content - Course Description: This course is an introduction to the fundamental approach of the Roman Catholic Church to the work of Ecumenism. We will examine documents and articles from the time of the Second Vatican Council until our own time and learn about the Catholic Church relates to non-Catholic Christians of other faiths of the World. Students will be introduced to a way of understanding other religions of the world and recognizing the faith similarities and differences between these and the Catholic Church as time allows.

Module Outcomes:

- To realize that Christian unity is a given, rooted in Christ; and that the goal of ecumenism is to make this unity more visible.
- To increase their openness for receiving the gifts of other traditions.
- To model the skills of ecumenical conversation and dialogue in class interactions.
- To celebrate the diversity and also understand that divisions within churches threaten Christian unity today.
- To gain some familiarity with the history and goals of the modern ecumenical movement.
- To grow in awareness of ecumenism in practice locally and globally.
- To have understanding and a broad overview of the history, theology, and challenges of the modern ecumenical movement.
- Each student shall take 15 minutes Oral Examination at the end of the semester

	MODULE	MODULE CODE	CREDITS
24)	ESCHATOLOGY	BT-ES 401	12

Module Objectives and Content - The Purpose of the Course:

- To familiarize students with the theology of the last things in the light of Christian Faith.
- To familiarize the students with traditional and new approaches to the doctrine of last things.
- The goal is to form an integrated priest who is well equipped with the knowledge of purpose of human life and it the destiny.

	MODULE	MODULE CODE	CREDITS
25)	EUCHARIST (SACRAMENT OF THE)	BT-ES 216	12

Module Objectives and Content: The course will also explore the variety of ways that Eucharist has been celebrated through the centuries. Special attention will be paid to the retrieval of the Eucharist as a sacred meal. It will be emphasised that the Eucharist is not only a celebration it is a call to lead a life of justice, service, love and unity. The Second Vatican Council challenged the Christian community to greater participation in the celebration of the Eucharist - a participation that should be conscious, full and active.

Module Outcomes: Successful completion of the requirements for this particular course will provide the student with the following specific competencies:

- A basic familiarity with the historical development of Christian Eucharistic patterns and theological understanding from New Testament times to the present.
- A critical appreciation of the plurality in Eucharistic practices and theologies through the centuries, with a primary but not exclusive focus on the Roman Catholic tradition.
- An ability to reflect theologically on the various approaches to contemporary pastoral issues concerning the Eucharist, with an appreciation of the contributions the social sciences can make in focusing these issues.
- An appreciation of the theological trends in the 20th Century leading to and stemming from the Second Vatican Council's Constitution on the Sacred Liturgy and their place in the development of contemporary Eucharistic understanding.
- An ability to reflect critically, theologically, ethically and spiritually on Eucharistic principles, texts and practices in a global, ecumenical, multi- and intercultural context.
- Improvement of skills in written and oral expression.

	MODULE	MODULE CODE	CREDITS
26)	FACULTIES TRAINING	BM-PT 422	36

Module Objectives and Content: Students are trained in different rites of the sacraments, funeral rites etc. The aim is to empower them for ministry on how to baptize, confirm, anoint the sick etc.

Method: Inputs are given by different lecturers, competent in their respective disciplines. The students are divided into groups and assigned to prepare these rites. They perform them for the whole class, they are critiqued by their peers and evaluated by subject lecturers.

	MODULE	MODULE CODE	CREDITS
27)	FUNDAMENTAL MORAL THEOLOGY I-A	BT-MT 106	8

Module Objectives and Content:

Course Description: This first part of a full year course introduces students to the study of Moral Theology which is about faith seeking understanding about behaviour which is consistent with our Christian faith / identity. The aim here is to become familiar with the general moral principles or, broadly speaking, the **Objective** Moral Order.

Content: After defining and looking at the nature of Moral Theology, we review its Historical Development with a special focus on its Renewal in the light of Vatican II. Moral Theology is contrasted to, and differentiated from, philosophical ethics. The Christian Moral Life has its source in God and has Christ at its centre. Then follows a detailed look at the various SOURCES of Moral Theology / Moral Law: Sacred Scripture, Tradition, Church Teaching, Eternal and Natural Law, Positive Law, and Values and Moral Norms. The Conclusion sums up, describing what has gone before in the course as a "Theology of Christian Living" – which sets the context for the second part of this course.

Module Outcomes: Having looked at the SOURCES of Moral Theology, and seeing that Moral Life begins with God, the student will be ready to reflect on our call to Holiness, or our RESPONSE to God "who loved us first" – which will be the focus of the course which follows in the second semester.

	MODULE	MODULE CODE	CREDITS
28)	FUNDAMENTAL MORAL THEOLOGY I-B	BT-MT 114	8

Module Objectives and Content:

Course Description: This second part of Fundamental Moral Theology examines the human response to God, seeking to know what kind of persons we ought to become, and how we should act, in virtue of our call to be followers of Christ. The focus here will be more on the SUBJECT of the moral life – the human person.

Content: After an introductory survey of various alternative ethical systems, the following topics will be examined in depth: A Christian Anthropology of Man - The nature of the Human Person and Human Freedom; the content of the Human Moral Act; the determinants of the Morality of Human Acts and their Effects; Moral Principles for Conflict Situations; Conscience: Phenomenology, Formation, and Relationship to the Magisterium; Sin: its Nature and Effect on the Moral Life; Discipleship, and Moral Discernment.

Module Outcomes: Having grasped the general principles of Moral Theology, the student will be equipped to continue with the courses of "specialised Moral Theology" which seek to situate and apply these fundamental principles in living out our Christian vocations within the specific situations of life confronted within the areas of medical ethics, social ethics and sexual ethics.

	MODULE	MODULE CODE	CREDITS
29)	FUNDAMENTAL PASTORAL THEOLOGY	BM-PT 122	12

Module Objectives and Content - Purpose:

- To help students know the nature, historical development of pastoral theology and its methodology.
- The art of Pastoral Theological Reflection will receive a special treatment to empower the candidates.

Expected Outcome:

- That the students will turn out to be good shepherds of the flock the Church will place under their care.
- Knowing and understanding their stewardship that they will resemble Christ the Chief Shepherd in their pastoral assignments.

Content: The course is divided into three parts;

- The first part is about analysis and definition of fundamental pastoral theology by different writers, the subject matter of pastoral theology, the perspective of reflection and finality of pastoral theology. Then, follows challenges, difficulties and expectations of modern man and the necessity of pastoral theology.
- The second part is about the historical development of pastoral theology from the early Christian community until the second Vatican Council II.
- The third part introduces the methodology of pastoral theology and its application in the pastoral action of the Church especially within the South African Bishop's Conference.

	MODULE	MODULE CODE	CREDITS
30)	GOD AND CREATION (THE DOCTRINE OF)	BT-ST 104	8

Module Objectives and Content: The purpose of the course is to provoke students preparing for priestly ministry in the Catholic Church in the 21st century to reflect on issues concerning the nature of God, the reality of creation, and on various soteriological metaphors that have been used in the history of theology.

Foundational Knowledge: The students will develop a deeper understanding of the nature and attributes conventionally ascribed to God in the Scriptures and the living tradition of the Church. They will understand

the significance of creation myths presented in Genesis, and relate these to African creation myths. They will inform their own opinions on the creation / evolution debate and appreciate the issues involved. They will be able to use the various soteriological metaphors, with knowledge of the background language and the advantages and disadvantages of each.

Topics to Cover: Doctrine of God: Scriptural Sources. Unity, Eternity, Omnipotence, Omniscience, Omnipresence. Creation and Ecology. Doctrine of Salvation: Soteriological Metaphors: Salvation, Justification, Redemption, Liberation, Reconciliation, Forgiveness, Sanctification, Rebirth, The Centrality of Christ in Salvation History, The Salvation of Non-believers.

Module Outcomes:

Practical Skills: They will be able to impart this knowledge at a catechetical level, and to discuss these issues in an informed manner.

Reflexive Skills: They will approach "God-talk" with circumspection and due appreciation of the apophatic way. They will relate their Christian faith to ecology and ecological degradation and increase their sense of responsibility for the creation around us. They will integrate the soteriological metaphors into their own faith lives. Time Allocation: This course will be offered to second-year theology students in a double-period over a 14-week semester.

	MODULE	MODULE CODE	CREDITS
31)	HOMILETICS I	BM-PT 113	8

Module Objectives and Content - Course Description and Methodology:

- It is done in two semesters.
- Every week the lecturer gives an input on the theme of the day.
- Each student gets a chance to preach a Sunday Homily on a given set of readings of a particular Sunday. He/she is evaluated by his peers and the lecturer.
- Every week each student submits a homily of the following Sunday. It is marked, and marks obtained constitute 40% of the final marks.

Module Outcomes: The aim is to equip students with practical preaching;

- How to preach to a normal Sunday Congregation.
- How to develop the theme from the readings.
- The structure of a homily.
- Vocal style and how to use the microphone.
- Body language, the use of gestures and voice projection etc.

	MODULE	MODULE CODE	CREDITS
32)	HOMILETICS II	BM-PT 208	8

Module Objectives and Content - Aims and Objectives:

- To equip students with the theological understanding of preaching.
- To intensify what was learnt in Homiletics I.
- To enable them to preach and train them on how to choose appropriate readings for these occasions (cf. pg. 76).
- Voice projection and how to use the microphone.

Course Description and Methodology:

- Homiletics II is a continuation of Homiletics I which is done in the first semester.
- In Homiletics II students are trained on how to preach, e.g. in funerals, marriage etc.
- They are given a topic and it is their task to look for the readings. Every week each student submits a homily which is marked by the lecturer. Marks obtained count for the term mark. Each student gets a chance to preach (verbally) in a given context and occasion. He/she is evaluated by his peers and the lecturer.
- Before every class the lecturer gives a theological input on the homily to be delivered and gives a feedback on the homilies submitted the previous week.

	MODULE	MODULE CODE	CREDITS
33)	JOHANNINE WRITINGS	BT-NJ 308	12

Module Objectives and Content - Foundational Knowledge: The successful learner will have a good knowledge of the text of John's Gospel and of the other "Johannine" writings.

Practical Skills: The successful learner will be able to identify passages from John's Gospel, set them in context, and say something about key-words and ideas. She / he will be able to relate the text of the Gospel to his / her own context, and that of the people to whom they will be ministering.

Module Outcomes:

Attitudes and Values: They will be animated and stimulated by the values and ideas of the Fourth Evangelist, and have a profound respect for the Gospel and associated writings as the World of God.

	MODULE	MODULE CODE	CREDITS
34)	LETTER TO THE HEBREWS	BT-NH 407	8

Module Objectives and Content: A study of texts and themes by means of structural analysis and socio-rhetorical interpretation. The student attending this course has a basic knowledge of the Old Testament cultic institutions (priesthood and sacrifices) as well as of the New Testament Christological statements in the Gospels, in the Pauline Letters and other writings (e.g. 1 Peter). He/she is as well acquainted with some basic methods of biblical interpretation.

Purpose: The course introduces the student to the double topic of the priesthood of Christ and of God's people on their journey to perfection. The learner will follow the guidance offered by the author as he unfolds this twofold theme gradually, pointing out all the time the connection between Good News about the mediator-ship of Christ and the Christian witness in the community.

Module Outcomes: The course is intended to give orientation in particular to those who strive for the ministerial priesthood and to convey the insight that such ministry can be detached neither from Christ's priesthood nor from the common priesthood of the people of God.

	MODULE	MODULE CODE	CREDITS
35)	LITURGY (SACRED) I-A	BM-ES 101	12
36)	LITURGY (SACRED) I-B	BM-ES 102	12

Module Objectives and Content:

Semester I:

- General Introduction
- Exploration of the Definition of Liturgy
- Liturgy and other Ecclesiastical Disciplines
- Liturgical Books
- Tools of Liturgy
- Liturgical Ministries

Semester II:

- Time, Liturgical Year and Calendar
- The Lectionary
- Baptism

	MODULE	MODULE CODE	CREDITS
37)	LITURGY (SACRED) II-A	BM-ES 218	12
38)	LITURGY (SACRED) II-B	BM-ES 224	12

Module Objectives and Content:

Semester I:

- Sacraments in General
- Rite of Christian Initiation of Adults (RCIA)
- Confirmation

Semester II:

- The Mass
- Liturgy and Inculturation
- Restructuring the Ministries: Ministeriam Quaedam, Ad Pascendum
- Admission as a Candidate for the ordination as Deacon and Priest

	MODULE	MODULE CODE	CREDITS
39)	LITURGY (SACRED) III	BM-ES 310	12

Module Objectives and Content:

- Marriage
- Penance and Reconciliation
- Sacramentals
- Group Practice of the Sacrament of Baptism
- The Liturgical Rite of Ordination of a Deacon
- Liturgy of the Hours
- Benediction and Worship of the Eucharist outside Mass
- MC to the Bishop: Serving at a Pontifical Mass
- Vestments: Part I
- Group practice of the Sacrament of Marriage.

	MODULE	MODULE CODE	CREDITS
40)	LITURGY (SACRED) IV-A	BM-ES 402	8
41)	LITURGY (SACRED) IV-B	BM-ES 404	8

Module Objectives and Content:

Semester I:

- Pastoral Care of the Sick: Rites of Anointing and Viaticum;
- Order of Christian Funerals
- Group practice of the Sacrament of Penance and Reconciliation.

Semester II:

- Exploration of the Roman Liturgy: The Liturgical Rite of Ordination of a Bishop.
- The Liturgical Rite of Ordination of a Priest
- Liturgy and Music
- Vestments: Part II
- Miscellaneous Questions
- Group practice of the Mass.

	MODULE	MODULE CODE	CREDITS
42)	LUKE - SYNOPTIC GOSPEL / ACTS	BT-NL 201	12

Module Objectives and Content:

Foundational Knowledge: The successful learner will have a profound knowledge of the text of Luke-Acts, and will have read one or more recent tormentasies on this two-volume work.

Practical Skills: The successful learner will be able to use his knowledge of the text to discuss certain key topics. They will also be able to read the gospel and its companion volume in their own context today, and apply it to the context of the people to whom they will be ministering.

Module Outcomes - Attitudes and Values: The student should have a deep respect for the achievement of the author we call Luke, and a profound reverence for Luke-Acts as the word of God for us today.

	MODULE	MODULE CODE	CREDITS
43)	MARIOLOGY	BT-ST 301	12

Module Objectives and Content: Mariology is a subject intrinsically part of the Church teachings on the Church and also for the devotional life of the Catholic. The role of Mary in the Church is closely associated to that of Her Son, Jesus Christ and the appreciation of her obedience to the will of God, and God's Plan of salvation makes it an important study of the Catholic candidate's intent on Priesthood.

Foundational Knowledge: This course takes the student through a historical development of Mary and the role she plays on the Scriptures in the tradition of the Church. It views the various heresies that helped clarify the doctrines around Mary in relation to her Son and being the mother of Christ, God and the Church. The various doctrines and dogmas in the Church concerning Mary is looked at in great detail. It brings the student to perceive Mary in relation to other women and their roles in the Church. This also calls for the modern-day feminist theories on Mary in the Patriarchal Church.

Module Outcomes - Attitudes and Values: It is the intention of the course to provide clarity around the understanding and role of Mary in the Church and tradition. Also, to assist the candidate to explore the feminine dimension and role of, not only woman, but also of the Church as such. To help students to come to appreciate with sensitivity the Church stance and love of Mary as the Mother of Christ.

	MODULE	MODULE CODE	CREDITS
44)	MARK – SYNOPTIC GOSPEL	BT-MK 205	12

Module Objectives and Content: The Gospel of Mark is a semester long exegetical course offered in the theological cycle. Students who participate in this course are expected to have firm understanding of the New Testament traditions and the Greek Roman world. They are expected to be familiar with some language peculiar to the Gospels like the synoptic problems, parables, sayings, Q source etc. They are also expected to have read whole Gospel more than once in the language of their choice. The goal of the course is, among many, to help the student be able to contextualize the Gospel of Mark and also learn to appreciate the uniqueness of this Gospel. This will further help the student learn more about crucial questions that arise in the study of this Gospel and the influence it has in the New Testament hermeneutics. The course will cover the following areas of learning:

- The technical terms used in the study of Gospels in General.
- Short revision on the Synoptic problem
- The Authorship, Date and Place of Composition of this Gospel.
- The literary structure and content of the Gospel.
- This will explore different exegetical tools that are useful in the study of this Gospel with a special emphasis on:
  - Source Critical Methodology
  - Form Criticism
  - Reactional Criticism etc.
  - The Theology of Mark and its application in today's world.

The course will be conducted through class lectures of two hours a week with a break in between. Active participation of students is highly recommended. Students are encouraged to take their own notes in order to keep up with the development of the course. There will be some class notes covering the essential parts of the course, these do not cover everything. All the participants should bring their bibles to class.

	MODULE	MODULE CODE	CREDITS
45)	MARRIAGE AND ORDERS	BM-ES 309	12

Module Objectives and Content: Deals with the theology of Marriage and Holy Orders rooted in the Scriptures and Tradition of the Church with special emphasis on these Sacraments as lived vocations in the contemporary world.

Module Outcomes - Practical Skills:

- Through taking this course the students will have gained the ability to:
- Find the sources for what the Church believes, teaches, and confesses in its celebration of the Vocational Sacraments of Marriage and Holy Order.
- Articulate the Christological and Ecclesiological dimensions of these two sacraments.
- Preside at Christian marriages with intelligibility according to the prescribed Ritual and to present the Faith of the Church with regard to the vocation of Christian Marriage.
- Discover the vocational life-style and spirituality of those called to Holy Orders as found in the rich Theology and Rituals of Ordination as they unfold in the history of the Church.

- Link the sacramentality of Marriage in its relationship to the Great Mystery of God's salvific Will for the human family revealed in Christ (Ephesians 1:9-10; Col 1:20-27) which is foreshadowed in the Prophetic tradition of God's marital relationship with Israel.
- Present the particular Sacramental graces of each Sacrament which deepen union with God. Be cognizant of the historical development of each Sacrament so as to distinguish between the essential or constitutive elements of each Sacrament over which the Church has no power to alter (COD 765; DS 1728, 3857; ND 1538, 1737).

	MODULE	MODULE CODE	CREDITS
46)	MATTHEW – SYNOPTIC GOSPEL	BT-NM 103	8

Module Objectives and Content: The Synoptic Problem. General knowledge of the Various Methods of Exegesis, especially the Historical Critical Method. Introduction into the Books of the New Testament, especially the Four Gospels. Rudimentary knowledge of Biblical Greek and Hebrew.

Topics Covered: Historical development of Matthew's gospel. Authorship, author of Matthew's Gospel, Place and Date of its composition. Structure and Contents, different scholarly views, outline of Matthew's Gospel. Literary Characteristics, Matthew's use of sources. Theological Message. Sense and meaning in Matthew's Gospel. Brief Outline of Matthew's Gospel. Tools of exegesis Reading Biblical Texts.

Foundational Knowledge: Appreciate the complexity and contingency of the historical dimension of the Gospels. Sense and meaning can be discovered in the text itself, provided one uses the tools appropriately.

Module Outcomes:

Practical Application: Ability to use with ease one or two methods of bible analysis. Ability to read a biblical text and discover meaning from it and apply it to real life without a slavish dependence on biblical experts.

Reflexive Knowledge: To read the text of the Scriptures with joy and wonder for its capacity to reveal God and our human nature. As future priests, the students begin to use the bible as the basis of their teaching and pastoral ministry.

	MODULE	MODULE CODE	CREDITS
47)	MINISTERIAL ETHICS	BM-PT 219	12

Module Objectives and Content - Course Description: This course outlines the necessity for professional behaviour on the part of pastoral ministers. This is particularly important today with the growing cultural and professional demands being made on priests in the SACBC region. The student will have knowledge of the basic codes of conduct expected of all pastoral ministers working in the Church in Southern Africa.

Practical Skills: By means of group work, case studies and an analysis of cognitive dissonance in clergy behaviour, students will look at aspects of the pastoral minister's behaviour in regard to themselves, their colleagues, their congregations and their evangelical outreach. The following areas will be covered: the meaning of professionalism in the priestly vocation the theological foundations of an ethic for pastoral ministry, the minister's character and life of virtue, the duties of the pastoral minister. The existence and use of power in pastoral relationships, sexuality and the priestly vocation, and the issue of confidentiality.

Material covered in the course will include:

- Directory for the Life and Ministry of Priests by the Congregation of the Clergy.
- Integrity in Ministry (the code of ethics of the SACBC).
- Protocol concerning the Sexual Abuse of Children (SACBC).
- Protocol on Misconduct between Adults (SACBC).
- Ethics in Pastoral Ministry (Richard M. Gula).

Module Outcomes: Students will have an understanding of the necessity for a moral standard for their attitudes and behaviour as pastoral ministers. They will be provided with the opportunity to put this into practice during their pastoral internship.

	MODULE	MODULE CODE	CREDITS
48)	MISSIOLOGY	BM-ES 303	8

Module Objectives and Content - Purpose: The course follows the development of a missionary consciousness throughout the Old and New Testaments. The learners will discover the tensions in the missionary calling of God's people, Israel, and how this tension was carried over into the early Church. The mission of the Church in the Gospel of Matthew is studied in detail.

Content: This course will open up with the analysis and definition of missiology. Different authors will be called upon to enlighten the students and contribute towards their appreciation and understanding of missiology. Then there is the development of mission in Israel. Jesus and mission will take the prominent part of this course. Gospel of Matthew and mission in the early church will help to deepen not only knowledge but also understanding of mission of Christ in the Church, of which the students are called to fulfil in their ministry.

Module Outcomes: The students will come to realize and acknowledge that taking part in the mission of Christ does not mean smooth sailing, but being ready for hardships and challenges. They will be faced with the reality that mission is difficult yet it is necessary for the salvation of the people of God. Hence, their seminary preparation becomes the pillar of strength for their engagement in the mission of the church.

	MODULE	MODULE CODE	CREDITS
49)	MORAL THEOLOGY II-A [SOCIAL ETHICS]	BT-MT 204	8

Module Objectives and Content - Course Description: Based on the underlying principles of the intrinsic dignity of the human person, and his social nature, this first part of a full year course will introduce students to the concept of Social Justice and to the main principles of Catholic Social Teaching.

This course will commence with an in-depth exploration of the notion of Justice and its components, as well situating it as an integral part of the Gospel and intrinsic to the Mission of the Church. Then, based on the Church's understanding of the Dignity of the Human Person, the focus will be on their Human Rights which protect and safeguard this dignity, with reference to our Catholic Tradition, International Bills of Rights, as well as the history of Human Rights in SA. Having looked at the essential principles of Catholic Social Teaching, the notion and value of Human Work will be explored.

Module Outcomes: Having grasped the principles of Social Justice and Catholic Social Teaching with a focus on the individual and his rights, the students should be in a position to balance these with the responsibilities which the individual, as part of the human community, has towards society - the focus of the second part (BT-MT 212) of this annual course.

	MODULE	MODULE CODE	CREDITS
50)	MORAL THEOLOGY II-B [SOCIAL ETHICS]	BT-MT 212	8

Module Objectives and Content: This course follows on from the first semester course (B-MT 204), with its focus now more on man's responsibility towards, and membership of, the human community. An attempt will be made to explain the tension between balancing the needs of the individual against the needs of the common good of society.

Content: Human society needs a legitimate authority (political community) in society to ensure the common good of its members and society as a whole. Man is of course, also part of a global community – hence the call to solidarity. An in-depth exposition of economic justice; the call to foster peace, with reference to the "Just War" theory; and the increasingly important area of our care for the environment, will form the core of this course. Concluding this course will be the call to a Spirituality of Justice and the need to engage in social action for the liberation from situations which impede the full development of the common good of the individual and society.

Module Outcomes: To make the students understand that in their call to proclaim the Gospel, the social dimension is an essential and unavoidable aspect to it, especially in the face of challenges encountered in living in an increasingly modern and complex world.

	MODULE	MODULE CODE	CREDITS
51)	MORAL THEOLOGY III [BIOETHICS]	BT-MT 307	8

Module Objectives and Content - Course Description: To introduce students to a systematic theological reflection on the nature of our physical existence as human beings and thus to arrive at establishing ethical values and norms aimed at protecting and nurturing life "from the womb to the tomb"- especially in light of ethical complexities due to recent advances in medical science.

After a thorough Theological exposition on human dignity and respect for human life, students get to know Church teaching and the moral principles applicable to the various bioethical issues at the BEGINNING of life, the END of life, as well as the SAFEGUARDING of human life and HEALTH:

- **AT THE BEGINNING OF LIFE:** Reproductive Technologies, Cloning, Embryonic Stem Cell Research, Genetic Interventions, Prenatal Diagnosis, Abortion, and Conflict Situations in Pregnancy.
- **AT THE END OF LIFE:** The Theology of Suffering, Dying and Death; Vitalism, Euthanasia, Intentional Killing, Suicide, Self-Defence, Capital Punishment.
- **THE PRESERVATION OF LIFE:** Healthcare and Medical Ethics, Organ Transplantation, Human Experimentation, Drug Abuse and Dependency, Pastoral approach towards the Sick and Suffering, with ref. to HIV/AIDS.

Module Outcomes: Students to have the necessary tools to minister as future priests when it comes to helping and guiding people in following the will of God, and making decisions in matters concerning life, health and death.

	MODULE	MODULE CODE	CREDITS
52)	MORAL THEOLOGY III [SEXUAL ETHICS]	BT-MT 316	8

Module Objectives and Content - Purpose: To introduce students to a systematic and critical theological reflection on our human experience as sexual beings, and our vocation to chastity which calls us to integrate our sexuality within our respective states of life.

Content: After a general introduction to the notion of sex and sexuality, there follows a study of the Theology of Sexuality and sexuality in its Primary, Affective, and Genital dimensions. The centre of the course will be a detailed exposition of married love and conjugal sexuality. Then follows a look at our vocation to Chastity, in which all are called to integrate their sexuality, whether celibate or married. Thereafter we will examine various failures of chastity and some of the major issues of sexuality encountered within and outside of marriage. Finally, the course participants will describe critically the expressions of marriage and family life within their different cultures.

Module Outcomes: Students to have the necessary tools to minister as future priests in dealing with both the joys and sorrows of sexuality as part of the single, married and celibate lifestyle.

	MODULE	MODULE CODE	CREDITS
53)	MORAL THEOLOGY IV-A [VIRTUE & SIN]	BT-MT 418	

Module Objectives and Content - Course Description: To highlight the need for attention to be given to the development of character in moral development. This gives rise to a virtuous life, but life is also marked by vice / sin, which should be followed by the call to conversion and repentance.

Content: The call to holiness, the development of moral character and moral identity. The nature of virtue; and the historical development of the understanding of virtues, with special reference to St Thomas Aquinas. The cardinal virtues: prudence, justice, fortitude and temperance. The Theological virtues: Faith, Hope and Charity. Sin: its nature, types and dimensions. Conversion, and the call to perfection.

Module Outcomes: That as they conclude the study of Moral Theology the students may correctly understand that the moral life presents itself as the response due to the many gratuitous initiatives taken by God out of love for man" (VS 10).

	MODULE	MODULE CODE	CREDITS
54)	OLD TESTAMENT HISTORIES	BT-OH 116	8

Module Objectives and Content:

Foundational Knowledge: The student will be challenged to get acquainted with selected texts mainly from Deuteronomistic History and with important themes (e.g. Land, Torah and Covenant, leadership and forms of society in Israel, prophetic voices) emerging from these same texts. He/she will learn to grasp the diversity of theological perspectives from which history is interpreted in Old Testament Histories.

Practical Skills: In the process of interpretation the student will apply contemporary exegetical methods and approaches to the texts. She/he will get acquainted with the use of important Study Editions of the Bible and biblical commentaries. He/she will learn to read texts against the background of their origin, of their reinterpretation in the course of tradition and of their influence beyond biblical times.

Module Outcomes - Attitudes and Values: The student will grasp the relevance of important themes occurring in Old Testament Histories for contemporary society. He/she will be enabled to become more critically aware of values that make for shalom in the world of today.

	MODULE	MODULE CODE	CREDITS
55)	OLD TESTAMENT PROPHETS	BT-OP 305	12

Module Objectives and Content:

- This is an exegetical-theological course on prophetic and apocalyptic writings. The student will be introduced to biblical prophetic literature seen in the wider horizon of extra-biblical, in particular of ancient near eastern prophetic phenomena.
- Texts in particular from the Books of Isaiah, Jeremiah, Ezekiel and Daniel will be studied by applying to them the historical-critical method, narrative analysis and contemporary approaches. Attention will be paid to the contextual character and the social location of prophetic and apocalyptic language and to the use of various literary forms. This will allow the student to get acquainted with the message and the development of Old Testament prophecy.
- Prophetic call narratives and texts relating to prophetic critique and hopeful visions of the future will be analysed. Criteria of discernment between true and false prophecy will be reflected upon.
- The course will include the study of the ancient traditions (Exodus and Covenant, Zion and Kingship, Wisdom) from which the prophets drew contents and inspiration for their interpretation of YHWH's will for society. Last but not least, we shall look at the reception of prophetic texts in particular by the New Testament authors in their interpretation of Christ's ministry and Paschal Mystery as well as of the Church as community of faith.

Module Outcomes: The course aims at challenging the learner to draw inspiration and orientation from the prophetic faith and hope as well as from their vision of society in living a life of faith in a world which is marked by counter-values such as power struggles, exploitation, violence and abuse of religion.

	MODULE	MODULE CODE	CREDITS
56)	PASTORAL INTERNSHIP	BM-PT 312	70

Module Objectives and Content: The pastoral internship dossier will be the official record of the student's six-month pastoral internship. The actual internship amounts to 40 credits. (Refer to the outline below). This dossier will include the student's self-assessment of his pastoral internship as well as evaluations on various critical pastoral incidents that will have taken place during his internship. Upon his return he is to submit this document and together with the 3-day debriefing workshop will amount to successful attainment of the prerequisite credits.

	MODULE	MODULE CODE	CREDITS
57)	PASTORAL PSYCHOLOGY	BM-PT 411	8

Module Objectives and Content:

- Learners will focus on developing practical Helping Skills using a Micro-skills Counselling Model as they learn to understand, assess, and explore problems and dynamics and support the helping process towards a point of problem management.
- Special emphasis is placed on the use of role plays during the course where feedback on Listening skills is given on an individual basis. Individuals will gain a deeper self-knowledge in terms of their future role of a Priest, as a helper in the pastoral setting, which means understanding one's strengths and weaknesses, limitations and point at which referral would need to be made.
- Existing referral resources and networks dealing with special cases will be identified.
- A course requirement is for individuals to investigate and explore a special problem / case in the community, gather the necessary interview material and theoretical information, and use a class presentation for discussion and role play.

Module Outcomes: The Course is aimed at broadening the Learners' understanding of human behaviour (individual and group) in a Pastoral Setting, focusing on special problems (functional – dysfunctional continuum), where the Role of the Priest as a minister is supported by the application of Helping Skills in a Helping Relationship.

	MODULE	MODULE CODE	CREDITS
58)	PASTORAL SUPERVISION	BM-PT 211	12

Module Objectives and Content - Aims and Objectives:

- After the second year of theology, students are sent out on internship which is done during the first semester.
- This course aims at preparing the students for the whole internship programme. It equips them with the necessary tools that will help them during this time.
- It is also meant to help them to be good pastoral supervisors in the event they are asked to supervise interns in the future.
- The course focuses on the role of the intern, supervisor and the Lay Support Group during internship.

Course Description: This is a semester course that is taught to students who are preparing for the Pastoral Internship. The course is more of a dialogue, questions and debates. This is a platform where students ask everything they want to know about internship and raise their views on and feelings about it.

Module Outcomes: The emphasis throughout the course will be on the need for supervision for the individual minister's development and growth, as well as the encouragement of collaborative ministry in the parish. The learners will discover how to become reflective ministers and to write weekly reflective papers which will eventually make up the core of a dossier to be presented for credits ,at the end of the six-month internship experience.

	MODULE	MODULE CODE	CREDITS
59)	PATRISTICS	BT-PAT 319	12

Module Objectives and Content: A historical and thematic exploration of the contributions made to the Tradition by writers of the first seven centuries known as the "Fathers of the Church". Attention will be paid to their contributions in such areas as the formation of the biblical canon, the development of Christian doctrine, and the picture of Christian life in the ancient period. The course will also examine the historical thematization (development of dogma) of patristic theology, historical and theological method utilized by the Fathers as well as their lives and how their contributions have anchored today's theological reasoning.

	MODULE	MODULE CODE	CREDITS
60)	PAULINE CORPUS I-A	BT-NP 409	12

Module Objectives and Content: This is a one-year course on the "Corpus Paulinum," the canonical collection of the letters which go under Paul's name. After a basic introduction to the stand of contemporary Pauline studies – selected passages from all the letters of Paul will be analysed. The focus will be on Paul's major letters (Romans, I and II Corinthians and Galatians). The basic exegetical methods (historical-critical method, rhetoric analysis) and contemporary approaches will be applied to the texts. The student will learn about Paul's use of the Scriptures and the Greco-Roman world in which he unfolded his ministry as herald of the Gospel of Christ

Course Outline: Important theological themes emerging from the Pauline Literature will also be reflected upon:

- Christological and soteriological statements.
- God's justice and justification of human beings.
- New life in Christ and in the Spirit.
- Paul's understanding of the Christian community as an alternative community.
- Metaphors used by Paul in the presentation of the mystery of the Church and of Christian koinonia.
- Paul's eschatology and apocalyptic thought.

Module Outcomes: The course will help the student to gain an insight into the change from Paul the Pharisee to Paul the apostle to the nations and to get an idea of the development of Pauline thought from the undisputed letters to the disputed letters.

	MODULE	MODULE CODE	CREDITS
61)	PAULINE CORPUS I-B	BT-NP 417	12

Module Objectives and Content: This is a one year exegetical-theological course on the "CORPUS PAULINUM", the canonical collection of letters which go under Paul's name. The focus is on the interpretation of texts and their theological message.

After a basic introduction to the stand of contemporary Pauline studies and to the Jewish and Greco-Roman world of Paul selected passages from the all the letters of Paul will be studied. The main focus will be on Paul's major letters (Romans, 1 and 2 Corinthians, and Galatians). Basic exegetical methods (historical-critical method, rhetorical analysis) and contemporary approaches will be applied to the texts. The student will learn about Paul's use of Scriptures and the context in which he unfolded his ministry as herald of the Gospel of Christ.

Important theological themes emerging from the Pauline literature will be reflected upon: Christological and soteriological statements, God's justice and justification of human being, new life in Christ and in the Spirit, Paul's understanding of the Christian community as alternative community, metaphors used by Paul in the presentation of the mystery of the church and of Christian *koinonía*, and finally Paul's eschatology and apocalyptic thought.

Module Outcomes: The course will help the student to gain an insight into the change from Paul the Pharisee to Paul the apostle to the nations and to get an idea of the development of Pauline thought from the undisputed letters to the disputed letters. It will challenge the student to draw inspiration from Paul's love for Christ and from his total commitment to the Christian communities and his way of cooperative ministry.

	MODULE	MODULE CODE	CREDITS
62)	PENANCE AND ANOINTING	BM-ES 415	8

Module Objectives and Content:

Course Requirements: The most important requirement in this course is the full conscious and active participation of the student hence, you must be physically present and fully engaging as much as possible.

Readings as assigned: These readings are carefully chosen to give the student the ability to enter into the discussions which will occur around the various topics to be covered. In addition to the required texts, the student is also required to consult other current theological journals or articles.

Module Outcomes:

- An appreciation of the links between the history of the celebrations of Penance and Anointing of the Sick and their present form.
- An understanding of the theology of the Sacraments of Penance and Anointing in order to explain their values as they impact on real / practical pastoral content.
- An ability to apply the options in these Rites to varying Socio-Cultural pastoral situations of ministry.
- An ability to assist families in the sacramental celebration of the Anointing of the Sick and Viaticum.
- An ability to celebrate the Sacrament of Anointing and Viaticum with understanding, faith and devotion in order to encourage the faithful to fully, consciously and actively participate in their celebrations.

	MODULE	MODULE CODE	CREDITS
63)	PENTATEUCH	BT-OP 209	8

Module Objectives and Content:

- Introduce the students to the unity of the Pentateuch / Hexateuch;
- Introduce students to the history of the growth of the narratives and the history of the research of these narratives;
- Introduce students to the theological content of the Pentateuch / Hexateuch.
- The students will study the structure and the composition of the Pentateuch with special attention to the question regarding the sources of the Pentateuch. Attention will also be given to myth and history in Genesis 1-11. The patriarchal cycle will be studied from Genesis 12 – 50. Finally, the students will be introduced to an overview of the Exodus and the Sinai Covenant: Exodus, Leviticus, Numbers and Deuteronomy.

	MODULE	MODULE CODE	CREDITS
64)	PNEUMATOLOGY	BT-ST 217	12

Module Objectives and Content: This course forms a sub-section of the Christian Doctrine of God – the Trinity. It intends to build Foundational knowledge of the three persons of the Trinity as a background towards the Trinitarian Doctrine. The focus in this instance is on the third person of the Trinity – the Holy Spirit.

The purpose of this course:

- This course is aimed at leading the candidates to priesthood to a complete and unified vision truth about the Third Person of the Holy Spirit.
- It is aimed at offering students a foundation of Christian doctrines of Holy Spirit so as to understand and appreciate their faith.
- On the above purposes we will consider the person and work of Holy Spirit both as He has been appropriated by the Church's Tradition and as He has been considered in the light of contemporary questions of meaning.

Module Outcomes: The goal is not only to become familiar with classic texts and controversies, but also to equip students to consider and articulate the enduring and universal relevance of Holy Spirit to a "Post-Modern" cultural situation. Specific emphases will be directed toward the Scriptural basis for Pneumatology, the meaning of Conciliar Pneumatological definitions, the dynamics of gifts of the Holy Spirit and finally, the experiences of Holy Spirit in the Church.

	MODULE	MODULE CODE	CREDITS
65)	REVELATION (THE DOCTRINE OF)	BT-DT 120	8

Module Objectives and Content: The relationship between Scripture and Tradition comes up regularly in contemporary Catholic apologetics. According to one Catholic view, Scripture and Tradition are two sources of revelation. Some divine truths are found in the Bible, while others are found in Tradition. This "two source" model has a long history, but it also has some difficulties. One is that there is considerable overlap between the two sources.

Aims and Objectives: To transmit into the student all that is enshrined in this slogan: "Totum in scriptura, Totum in traditione" (All is in scripture, all is in tradition). To bring the student to an understanding that Scripture and tradition are two modes of transmitting the same deposit of faith. One is incomplete without the other.

Content: The biblical testimony, The reflection of Christian authors: Scripture and Tradition according to the Fathers of the Church, The Council of Trent and the Post-Tridentine period, the Protestant and Catholic views, Vatican II on Scripture and Tradition, The mutual relationship between Scripture and Tradition, Unwritten Tradition, the question of the sufficiency of Scripture. Conclusions on the relations between Sacred Scripture and Tradition: Unity and distinction, Interdependence and relations when it comes to material content.

	MODULE	MODULE CODE	CREDITS
66)	SACRAMENTS (INTRODUCTION OF THE)	BT-ES 206	8

Module Objectives and Content: A complete treatise on the sacraments must include two parts: one on the general doctrine of the sacraments, and another on the doctrine proper to each of the sacraments. However, this course, that is, Introduction to sacraments, will occupy itself only with the sacraments in general, seeking to clarify the concept of sacrament and sacramentality, the sacramental economy of salvation and then, the deepening of the theological nature of the sacraments. The course will examine the conception of sacraments as salvific acts of Christ, established by him by means of the Church His Mystical Body. The discourse will then turn to the historical origin of Christian sacraments and the causality, the minister and subject of the sacraments, the effects of the sacrament and their character and the sacramental grace.

Module Outcomes: To introduce the students into the theology of sacraments which they experience in the individual rituals celebrated in the Church.

	MODULE	MODULE CODE	CREDITS
67)	SIN AND GRACE	BT-ST 406	8

Module Objectives and Content: This course forms part of the Doctrine of Creation and in particular the creation of the Human person. It explores the concept and evil and the origin of sin in the world and its destructive effects for all created beings. The course is so designed that it elicits constant dialogue and reflective participation from the candidates.

Foundational Knowledge:

- The exploration of the content commences with the Biblical understanding of sin and evil both in the Old and New Testament. The History of the Doctrine stretches from the Apostolic Fathers to the teachings of Vatican II. The theological investigation of the issue implies looking at the nature of sin, the descriptions of sin, the effects of sin and the signs of sin. A particular case study is Original Sin, its history and problematic nature of the whole idea. How it caused divisions in theological circles and the misinterpretations of the scriptures to justify the idea. The connection of Original sin to baptism and salvation. The efforts of scholars to address it as a modern-day theological problem.
- Grace and Freedom is connected to the understanding of the human person (anthropology) and the openness of the human person to receive graces. The ontological effects of grace and the Catholic understanding of grace and sacraments. This doctrine is also studied from the historical perspective and the various intellectual roads it took throughout the ages. The concept freedom is perceived from the perspective that it is linked to the dignity of the human person as created in the image and likeness of God.

Module Outcomes - Reflexive Skills (Attitudes and Values):
The course intends to develop within the candidate the art of personal theological discourse intent on becoming self-introspective and sensitive, aware of his / her own stance in relation to sin and grace. The ability to recognize the evil present in the world, in society, in individuals and creation. Not to stand in with a judgemental attitude, but with an understanding that brings compassion for the weak and appreciation for the positive forces at work in God's grace.

	MODULE	MODULE CODE	CREDITS
68)	SPIRITUALITY I-A	BM-SP 110	8

Module Objectives and Content - Aim / Purpose of the Course:

- To familiarize students with the core elements of African Spirituality.
- To enable students to see African Spirituality in relationship to other world spiritualties.
- To assist future priests, appreciate that Africans are called to a certain encounter with God which may differ from the experience of their brothers and sisters elsewhere in the world.
- To foster an appreciation for the dimensions of African Spirituality in the contemporary global context.
- To assist students to learn and appreciate African culture and its values and also the richness of our Christian Spiritual Heritage.

	MODULE	MODULE CODE	CREDITS
69)	SPIRITUALITY I-B	BM-SP 119	8

Module Objectives and Content: The course focuses on urging students to discover their own call to leadership and thereby appreciate their own responsibility and destiny in serving others in whichever capacity. It aims to identify trends in recent decades that have led to the current focus on the leader's inner self. It emphasizes the integral nature of leadership namely that it touches every aspect of one's personality. There is insistence on the fact that leadership is part of who one is, and not just what one does. This course concludes that, in the world today, leadership is spiritual leadership, an intrinsic part of a person's integral human maturing.

Module Outcomes - The purpose of this course is:

- To help equip students for the spiritual challenges of their ministry / work offering them a deeper insight and initiation into the riches of spiritual leadership.
- To assist students to reflect on the concepts of leadership and discipleship as presented in Scripture, theology and Church documents.
- To enable students to examine their personal values, talents and style and their implications for leadership in faith-based institutions and in the society at large.
- To lead students to explore their own spirituality in relation to the ministry of leadership.
- To challenge students to explore major challenges facing leaders in this post-modern era.

	MODULE	MODULE CODE	CREDITS
70)	SPIRITUALITY II-A	BM-SP 203	12

Module Objectives and Content - Purpose: The aim of this course is to provide the student with the space and means to reflect on his / her own spiritual journey in the light of the main elements of Christian spirituality. The course is both theoretical and experiential and is designed to enable the student to derive maximum benefit from all aspects of spiritual formation in the seminary. Therefore, theory will be combined with praxis, and

students will be introduced to diverse m3ethods of mystical spirituality. Special attention will be given to the biblical and liturgical aspects of spirituality, in addition to priestly spirituality.

	MODULE	MODULE CODE	CREDITS
71)	SPIRITUALITY II-B	BM-SP 220	12

Module Objectives and Content - Purpose: The aim of this course is to acquaint the student with the history of mystical spirituality – its origins and development. In addition, by studying the lives of those who have lived a deeply spiritual and mystical life, students are enabled to witness diverse spiritualties throughout history, and among all states of life. With an increasing interest in the value of experience, a historical study will illustrate the diversity of the gifts of the Spirit.

	MODULE	MODULE CODE	CREDITS
72)	SPIRITUALITY III	BM-SP 306	12

Module Objectives and Content - Formation in Human Sexuality and Discerning Priestly Celibacy:

- Doctrinal Foundations – Growth in Holiness
- Understanding the sexual self; a pathway to authentic intimacy.
- Our Psychosexual development (healthy psychosexual development).
- Models of psychosexual development.
- Characteristics of psychosexual maturity.

	MODULE	MODULE CODE	CREDITS
73)	SPIRITUALITY IV-A	BM-SP 405	8

Module Objectives and Content Human Sexuality and Celibacy:

- Formation for priestly celibate living: a way of life and loving
- Aims towards developing a spirituality of sexuality, spirituality and celibacy
- Celibate friendships
- Capacity for solitude and prayer

	MODULE	MODULE CODE	CREDITS
74)	SPIRITUALITY IV-B	BM-SP 414	8

Module Objectives and Content: Towards a living spirituality of a celibate Priesthood.

New Paradigms:

- The culture and the understandings of the priesthood
- The question of identity as a Roman Catholic Priest
- Characteristics of Priesthood – Contemplatives in action
- Assistance in developing a ministerial spirituality Sources of Spirituality

	MODULE	MODULE CODE	CREDITS
75)	THEOLOGY (INTRODUCTION TO)	BT-ST 109	8

Module Objectives and Content - Course Description: This course is the study of the major concepts of Christian theology and their interrelationships with philosophical and other theological disciplines.

The Purpose and Aims of this Course:

- This course is aimed at introducing students to a complete and unified vision truth which God has revealed in Jesus Christ and the Church's experience of faith.
- To help the students make a transition from the study of philosophy to the study of Theology.
- To introduce students to the nature of theology, its methods, its resources and the criteria for interpreting them.
- To offer them an integrated understanding of the various theological disciplines they will encounter; to give them access to some of the best contemporary insights into Catholic Theology.
- It is aimed at offering students an overview to Christian doctrines so as to inspire them seek the truths of Catholic faith.
- It is meant to help students to understand and appreciate their faith.
- It is aimed at familiarizing students with the major sources of theology, historical development of revealed truths in relation to Magisterium.
- To engage students in critical analysis of their own theological assumptions and in important theological questions.
- To help students develop skill in researching and articulating theological issues.

	MODULE	MODULE CODE	CREDITS
76)	TRINITY (MOST HOLY/DOCTRINE OF)	BT-ST 318	12

Module Objectives and Content - Course Description: This course is the study of the Nature of God who one in three persons. It also studies the relations of the Divine persons in themselves (Immanent Trinity) and their relations to the created world (Economic Trinity).

Module Outcomes - The Purposes and Aims of this Course:

- This course is aimed at leading students a complete and unified vision truth about the three Persons having numerically one substance (Divinity).
- It is aimed at offering students a foundation of Christian doctrines of Trinity so as to understand and appreciate their faith.

	MODULE	MODULE CODE	CREDITS
77)	WISDOM AND PSALMS	BT-OW 419	12

Module Objectives and Content - Foundational Knowledge: The student will come to understand the Psalms as prayers of Israel in the diverse situations of its history. She/he will come in touch with the rich treasure of Israel's Wisdom tradition through the centuries. She/he will gain a deeper comprehension of how important themes of Hebrew faith are expressed in form of prayer and reflected upon in these texts.

Main Objectives:

- Introduce the students to the Wisdom movement in Ancient Israel.
- Introduce the students to the various wisdom books in the canon: Proverbs; Job; Ecclesiastes; Ecclesiasticus; Wisdom of Solomon.

	MODULE	MODULE CODE	CREDITS
78)	WISDOM AND PSALMS	BT-OW 419	12

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The New NQF 8 Bachelor of Theology Modules & Outlines

NAMES OF THE CORE/FUNDAMENTAL MODULES WHICH CONSTITUTE THE PROGRAMME							
	MODULE NAME	MODULE CODE	NQF LEVEL	COMPULSORY / OPTIONAL	YEAR (1, 2, 3, 4)	SEMESTER	CREDITS
1)	Biblical Archaeology	BA 2611	6	Compulsory	T 2	1	7
2)	Biblical Greek I	BG 1511	5	Compulsory	T 1	1	7
3)	Biblical Greek II	BG 1521	5	Compulsory	T 1	2	7
4)	Biblical Hebrew I	BH 2612	6	Compulsory	T 2	1	7
5)	Biblical Hebrew II	BH 2621	6	Compulsory	T 2	2	7
6)	Bio-Medical Ethics	BME 3711	7	Compulsory	T 3	2	7
7)	Canon Law I	CL 1512	5	Compulsory	T 1	1	7
8)	Canon Law II	CL 1522	5	Compulsory	T 1	2	7
9)	Canon Law III	CL 2613	6	Compulsory	T 2	1	7
10)	Canon Law IV	CL 2622	6	Compulsory	T 2	2	7
11)	Catechetics	CAT 2614	6	Compulsory	T 2	1	7
12)	Christology/Soteriology	CS 2623	6	Compulsory	T 2	2	7
13)	Church History I	CH 1513	5	Compulsory	T 1	1	7
14)	Church History II	CH 1522	5	Compulsory	T 1	2	7
15)	Church History III	CH 2615	6	Compulsory	T 2	1	7
16)	Church History IV	CH 2624	6	Compulsory	T 2	2	7
17)	Doctrine of the Trinity	DT 3728	7	Compulsory	T 3	2	7
18)	Ecclesiology & Ecumenism	EE 4811	8	Compulsory	T 4	1	8
19)	Ecclesiology & Mariology	EM 3722	7	Compulsory	T 3	2	7
20)	Eschatology	ESC 4821	8	Compulsory	T 4	2	8
21)	Fundamental Moral Theology I	FMT 1514	5	Compulsory	T 1	1	7
22)	Fundamental Moral Theology II	FMT 1524	5	Compulsory	T 1	2	7
23)	Fundamental Pastoral Theology I	FPT 2625	6	Compulsory	T 2	2	7
24)	Fundamental Pastoral Theology II	FPT 3712	7	Compulsory	T 3	1	5
25)	Fundamental Theology I	FT 1515	5	Compulsory	T 1	1	7
26)	Fundamental Theology II	FT 1525	5	Compulsory	T 1	2	7
27)	Homiletics I	HOM 2616	6	Compulsory	T 2	1	6
28)	Homiletics II	HOM 2626	6	Compulsory	T 2	2	6
29)	Introduction to Sacred Scripture	ISS 1517	5	Compulsory	T 1	1	6
30)	Johannine Writings	JW 4812	8	Compulsory	T 4	1	8
31)	Letter to the Hebrews	LH 3723	7	Compulsory	T 3	2	7
32)	Missiology	MIS 3725	7	Compulsory	T 3	2	6
33)	Old Testament Prophets	OTP 3727	7	Compulsory	T 3	2	7
34)	Pastoral Psychology	PPS 3713	7	Compulsory	T 3	1	5
35)	Patristics	PAT 3726	7	Compulsory	T 3	2	7
36)	Pauline Corpus I	PC 4813	8	Compulsory	T 4	1	8
37)	Pauline Corpus II	PC 4822	8	Compulsory	T 4	2	8
38)	Pentateuch	PEN 1527	5	Compulsory	T 1	2	7
39)	Research Methodology I	RM 4814	8	Compulsory	T 4	1	15
40)	Research Methodology II	RM 4823	8	Compulsory	T 4	2	15
41)	Sacramentology I [Baptism & Confirmation]	SAC 2617	6	Compulsory	T 2	1	7

NAMES OF THE CORE/FUNDAMENTAL MODULES WHICH CONSTITUTE THE PROGRAMME							
	MODULE NAME	MODULE CODE	NQF LEVEL	COMPULSORY / OPTIONAL	YEAR (1, 2, 3, 4)	SEMESTER	CREDITS
42)	Sacramentology II [Eucharist]	SAC 2627	6	Compulsory	T 2	2	7
43)	Sacramentology III [Marriage & Orders]	SAC 3724	7	Compulsory	T 3	2	7
44)	Sacramentology IV [Penance & Anointing]	SAC 4815	8	Compulsory	T 4	1	8
45)	Sacred Liturgy I [Vat II & Documents]	SL 1516	5	Compulsory	T 1	1	7
46)	Sacred Liturgy II [Calendar & Cults of Saints]	SL 1526	5	Compulsory	T 1	2	7
47)	Sexual, Marital & Family Morality	SMFM 4816	8	Compulsory	T 4	1	8
48)	Social Moral Theology	SMT 4817	8	Compulsory	T 4	1	8
49)	Spiritual Theology I	ST 1518	5	Compulsory	T 1	1	7
50)	Spiritual Theology II	ST 1528	5	Compulsory	T 1	2	6
51)	Synoptic Gospels / Acts I [Mark/Matthew]	SG 2618	6	Compulsory	T 2	1	7
52)	Synoptic Gospels / Acts II [Luke/Acts]	SG 2628	6	Compulsory	T 2	2	7
53)	Virtue, Sin & Grace	VSG 4824	8	Compulsory	T 4	2	7
54)	Wisdom & Psalms	WP 4825	8	Compulsory	T 4	2	7
55)	Work Integrated Learning (**WIL**)	WIL 3711	7	Compulsory	T 3	1	50
NB: T1, T2, T3, T4 (THEOLOGY 1, Etc.) | The above list is in Alphabetical Order							

NAMES OF THE ELECTIVE MODULES WHICH CONSTITUTE THE PROGRAMME							
	MODULE NAME	MODULE CODE	NQF LEVEL	COMPULSORY / OPTIONAL	YEAR (1, 2, 3, 4)	SEMESTER	CREDITS
1)	African Theology	AT 1501	5	Choose 1	T 1	1	5
2)	Apocalyptic Writings [Daniel & Revelation]	AW 4801	8	Choose 1	T 4	1	7
3)	Biblical Method and Hermeneutics	BMH 3701	7	Choose 1	T 3	2	5
4)	CRISPR & the Dignity of Human Life [CRISPR - Clustered Regularly Interspaced Short Palindromic Repeats]	CDHL 4804	8	Choose 1	T 4	2	5
5)	Dealing with Alcoholism & Substance Abuse	DASA 1504	5	Choose 1	T 1	2	5
6)	Deuterocanonicals	DEU 4802	8	Choose 1	T 4	1	7
7)	Diocesan & Religious Spirituality	DRS 2601	6	Choose 1	T 2	1	5
8)	Exorcism, Deliverance & Indigenous Religion	EDIR 4805	8	Choose 1	T 4	2	5
9)	Historical Books [Joshua – 2 Kings]	HB 1502	5	Choose 1	T 1	1	5
10)	Inculturation: Theological Foundations & Practical Implementation	INC 2604	6	Choose 1	T 2	2	5
11)	Liturgy of Hours	LH 1503	5	Choose 1	T 1	1	5
12)	New Evangelisation & African Crises	NE 3702	7	Choose 1	T 3	2	5
13)	Parables	PAR 1505	5	Choose 1	T 1	2	5
14)	Pastoral Counselling	PC 2602	6	Choose 1	T 2	1	5
15)	Pastoral Supervision	PS 2605	6	Choose 1	T 2	2	5
16)	The Environmental Crises: A Challenge for Moral Theology	EC 2603	6	Choose 1	T 2	1	5
17)	The Psychology of Death & Bereavement	PDB 2606	6	Choose 1	T 2	2	5
18)	Theological Method	TM 1506	5	Choose 1	T 1	2	5
19)	Vatican II: A Theological Event	VAT II 4803	8	Choose 1	T 4	1	7
20)	Women in the Mission of the Church	WMC 3703	7	Choose 1	T 3	2	5
NB: T1, T2, T3, T4 (THEOLOGY 1, Etc.) | The above list is in Alphabetical Order							

CREDITS & MODULES PER SEMESTER LIST [NEW BACHELOR OF THEOLOGY]							
	MODULE NAME	MODULE CODE	NQF LEVEL	COMPULSORY / OPTIONAL (C/O /Ch 1)	YEAR	SEMESTER	CREDITS
FIRST-YEAR THEOLOGY							
1)	Biblical Greek I	BG 1511	5	C	T 1	1	7
2)	Canon Law I	CL 1512	5	C	T 1	1	7
3)	Church History I	CH 1513	5	C	T 1	1	7
4)	Fundamental Moral Theology I	FMT 1514	5	C	T 1	1	7
5)	Fundamental Theology I	FT 1515	5	C	T 1	1	7
6)	Introduction to Sacred Scripture	ISS 1517	5	C	T 1	1	6
7)	Sacred Liturgy I [Vat II & Documents]	SL 1516	5	C	T 1	1	7
8)	Spiritual Theology I	ST 1518	5	C	T 1	1	7
9)	African Theology	AT 1501	5	Ch 1	T 1	1	5
10)	Historical Books [Joshua – 2 Kings]	HB 1502	5	Ch 1	T 1	1	
11)	Liturgy of Hours	LH 1503	5	Ch 1	T 1	1	
						Subtotal Credits Semester 1	60
12)	Biblical Greek II	BG 1521	5	C	T 1	2	7
13)	Canon Law II	CL 1522	5	C	T 1	2	7
14)	Church History II	CH 1522	5	C	T 1	2	7
15)	Fundamental Moral Theology II	FMT 1524	5	C	T 1	2	7
16)	Fundamental Theology II	FT 1525	5	C	T 1	2	7
17)	Pentateuch	Pen 1527	5	C	T 1	2	7
18)	Sacred Liturgy II [Calendar & Cults of Saints]	SL 1526	5	C	T 1	2	7
19)	Spiritual Theology II	ST 1528	5	C	T 1	2	6
20)	Dealing with Alcoholism & Substance Abuse	DASA 1504	5	Ch 1	T 1	2	5
21)	Parables	PAR 1505	5	Ch 1	T 1	2	
22)	Theological Method	TM 1506	5	Ch 1	T 1	2	
						Subtotal Credits Semester 2	60
						Total Credits	120
SECOND-YEAR THEOLOGY							
23)	Biblical Archaeology	BA 2611	6	C	T 2	1	7
24)	Biblical Hebrew I	BH 2612	6	C	T 2	1	7
25)	Canon Law III	CL 2613	6	C	T 2	1	7
26)	Catechetics	CAT 2614	6	C	T 2	1	7
27)	Church History III	CH 2615	6	C	T 2	1	7
28)	Homiletics I	HOM 2616	6	C	T 2	1	6
29)	Sacramentology I [Baptism & Confirmation]	SAC 2617	6	C	T 2	1	7
30)	Synoptic Gospels / Acts I [Mark/Matthew]	SG 2618	6	C	T 2	1	7
31)	Diocesan & Religious Spirituality	DRS 2601	6	Ch 1	T 2	1	5
32)	Pastoral Counselling	PC 2602	6	Ch 1	T 2	1	
33)	The Environmental Crises: A Challenge for Moral Theology	EC 2603	6	Ch 1	T 2	1	
						Subtotal Credits Semester 1	60

CREDITS & MODULES PER SEMESTER LIST [NEW BACHELOR OF THEOLOGY]							
	MODULE NAME	MODULE CODE	NQF LEVEL	COMPULSORY / OPTIONAL (C/O /Ch 1)	YEAR	SEMESTER	CREDITS
34)	Biblical Hebrew II	BH 2621	6	C	T 2	2	7
35)	Canon Law IV	CL 2622	6	C	T 2	2	7
36)	Christology/Soteriology	CS 2623	6	C	T 2	2	7
37)	Church History IV	CH 2624	6	C	T 2	2	7
38)	Fundamental Pastoral Theology I	FPT 2625	6	C	T 2	2	7
39)	Homiletics II	HOM 2626	6	C	T 2	2	6
40)	Sacramentology II [Eucharist]	SAC 2627	6	C	T 2	2	7
41)	Synoptic Gospels / Acts II [Luke/Acts]	SG 2628	6	C	T 2	2	7
42)	Inculturation: Theological Foundations & Practical Implementation	INC 2604	6	Ch 1	T 2	2	5
43)	Pastoral Supervision	PS 2605	6	Ch 1	T 2	2	
44)	The Psychology of Death & Bereavement	PDB 2606	6	Ch 1	T 2	2	
						Subtotal Credits Semester 2	60
						Total Credits	120
THIRD-YEAR THEOLOGY							
45)	Fundamental Pastoral Theology I	FPT 3712	7	C	T 3	1	5
46)	Pastoral Psychology	PPS 3713	7	C	T 3	1	5
47)	Work Integrated Learning (WIL)	WIL 3711	7	C	T 3	1	50
						Subtotal Credits Semester 1	60
48)	Bio-Medical Ethics	BME 3711	7	C	T 3	2	7
49)	Doctrine of the Trinity	DT 3728	7	C	T 3	2	7
50)	Ecclesiology & Mariology	EM 3722	7	C	T 3	2	7
51)	Letter to the Hebrews	LH 3723	7	C	T 3	2	7
52)	Missiology	MIS 3725	7	C	T 3	2	6
53)	Old Testament Prophets	OTP 3727	7	C	T 3	2	7
54)	Patristics	PAT 3726	7	C	T 3	2	7
55)	Sacramentology III [Marriage & Orders]	SAC 3724	7	C	T 3	2	7
56)	Biblical Method & Hermeneutics	BMH 3701	7	Ch 1	T 3	2	5
57)	New Evangelisation & African Crises	NE 3702	7	Ch 1	T 3	2	
58)	Women in the Mission of the Church	WMC 3703	7	Ch 1	T 3	2	
						Subtotal Credits Semester 2	60
						Total Credits	120
FOURTH-YEAR THEOLOGY							
59)	Ecclesiology & Ecumenism	EE 4811	8	C	T 4	1	8
60)	Johannine Writings	JW 4812	8	C	T 4	1	8
61)	Pauline Corpus I	PC 4813	8	C	T 4	1	8
62)	Research Methodology I	RM 4814	8	C	T 4	1	15
63)	Sacramentology IV [Penance & Anointing]	SAC 4815	8	C	T 4	1	8
64)	Sexual, Marital & Family Morality	SMFM 4816	8	C	T 4	1	8
65)	Social Moral Theology	SMT 4817	8	C	T 4	1	8

CREDITS & MODULES PER SEMESTER LIST [NEW BACHELOR OF THEOLOGY]							
	MODULE NAME	MODULE CODE	NQF LEVEL	COMPULSORY / OPTIONAL (C/O /Ch 1)	YEAR	SEMESTER	CREDITS
66)	Apocalyptic Writings [Daniel & Revelation]	AW 4801	8	Ch 1	T 4	1	
67)	Deuterocanonicals	DEU 4802	8	Ch 1	T 4	1	7
68)	Vatican II: A Theological Event	VAT II 4803	8	Ch 1	T 4	1	
						Subtotal Credits Semester 1	70
69)	Eschatology	ESC 4821	8	C	T 4	2	8
70)	Pauline Corpus II	PC 4822	8	C	T 4	2	8
71)	Research Methodology II	RM 4823	8	C	T 4	2	15
72)	Virtue, Sin & Grace	VSG 4824	8	C	T 4	2	7
73)	Wisdom & Psalms	WP 4825	8	C	T 4	2	7
74)	CRISPR & the Dignity of Human Life	CDHL 4804	8	Ch 1	T 4	2	5
75)	Exorcism, Deliverance & Indigenous Religion	EDIR 4805	8	Ch 1	T 4	2	
						Subtotal Credits Semester 2	50
						Total Credits	120
NB: T1, T2, T3, T4 (THEOLOGY 1, Etc.)							

BACHELOR OF THEOLOGY (NQF8) MODULE OUTLINES – NEW PROGRAMME

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
	AFRICAN THEOLOGY [Elective]	AT 1501	5	5

Rationale/Purpose: To acquaint the students with the history and main developments of African Christian Theology. To present to the students the main currents in African Christian Theology with the various leading African Theologians. To present the theological justification and need for a specifically African theology, based on the Church's Magisterium and on recent theological reflection.

Course Outline: Introducing and defining African Theology; the genesis of African Theology; the sources in African Christian Theology; Trends in African Christian Theology; Fundamental themes in African Christian theology with the focus on Christology, African Synods and their theological relevance for Africa. The following topics will be covered:

- Africa and Christianity: Historical Overview
- The Quest for Identity in Africa
- The Study of African Religions
- The Structure of African Religions
- The Nature of Theism in African Religions
- Man, in African Cultures and Religions
- Christianity and African Cultures/Religions
- Nineteenth-Century Visionaries: Agbebi and Hughes
- Roots and Birth of African Christian Theology
- The Concept of African Theology
- Methodological Issues in African Theology
- Biblical Hermeneutics and African Theologies
- Major Themes of African Christian Theologies
- Christology Through African Eyes
- Ecclesiology in African Theology
- Prayer in African Christianity

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Understand Christianity in Africa
- Contrast African Church and African theology
- Understand Christian theological formation in Africa against the background of African cultures and religions
- Understand the contemporary context of African Theology.
- Study and understand Africa and the factors that led to the debate on Christian theologizing in Africa.

Specific Outcomes:

- Discuss Africa and Christianity
- Discuss the Quest for Identity in Africa
- Discuss the Study of African Religions
- Identify the Structure of African Religions
- Understand the nature of Theism in African Religions
- Discuss Man in African Cultures and Religions
- Discuss Christianity and African Cultures/Religions
- Discuss Nineteenth Century Visionaries: Agbebi and Hughes
- Discuss Roots and Birth of African Christian Theology
- Discuss the Concept of African Theology
- Explain Methodological Issues in African Theology
- Explain Biblical Hermeneutics and African Theologies
- Explain Major Themes of African Christian Theologies
- Discuss Christology Through African Eyes
- Discuss Ecclesiology in African Theology
- Discuss Prayer in African Christianity

PRESCRIBED TEXTBOOK

Bnezet, B. African theology: The Contribution of Pioneers, II, Nairobi 2006.

Recommended Reading

Oboth, G. A. Trends in African Theology since Vatican II: A Missiological Orientation, 2nd ed., Rome: Leberit Press, 2005

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
1)	APOCALYPTIC WRITINGS (Daniel & Revelation) **[Elective]**	AW 4801	7	8

Rationale/Purpose: Apocalyptic literature, especially the book of Revelation, has been controversial literature throughout the centuries. It has also been a subject of many debates and misinterpretations. With this background, this module aims at exposing students to the nature, genre and proper interpretation methods of apocalyptic literature, with a particular focus on the books of Daniel and Revelation. Among others, it pays special focus on the symbols, language, structure and historical context of the books of Daniel and Revelation for better understanding and interpretation of their message and teachings. It will also address old and modern debates associated with these two apocalyptic writings.

Course Outline: Among the topics and themes to be covered are the following:

- Definition and meaning of Apocalypticism.
- Characteristics of Apocalypticism.
- The origins and historical contexts of apocalyptic writings.
- Apocalypticism and Apocryphal writings.
- Developments of the Apocalyptic worldview in the Old Testament.
- New Testament and the Apocalyptic worldview.
- Book of Daniel: Historical context, message and interpretation.
- Book of Revelation: Author, historical context, interpretation and message.

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Be able to correctly interpret the apocalyptic symbols in the books of Daniel and Revelation.
- To know the actual purpose and messages of the books of Daniel and Revelation.
- To be able to converse meaningfully, persuasively and critically on all debates based on the books of Daniel and Revelation.

Specific Outcomes:

- Define Apocalypticism
- List the characteristics of Apocalypticism
- Distinguish between Apocalypticism and Apocalypse
- Identify apocalyptic books and worldviews in the bible
- Know the history of apocalyptic thought
- List apocryphal apocalyptic books
- Correct meaning and interpretation of the symbols in the book of Daniel
- Correct meaning and interpretation of the symbols in the book of Daniel

PRESCRIBED TEXTBOOK

Murphy, F. J. 2012. Apocalypticism in the Bible and Its World. A Comprehensive Introduction. Grand Rapids: Baker Academic.

Recommended Reading

- Collins, J. J. 1984. Daniel. With an Introduction to Apocalyptic Literature. Grand Rapids: Willian B. Eerdsmans Publishing Company.
- Collins, J. J. 1998. Apocalyptic Imagination. Introduction to Jewish Apocalyptic Literature. Grand Rapis: William B. Eerdsmans Publishing Company.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
2)	BIBLICAL ARCHAEOLOGY	BA 2611	7	6

Rationale/Purpose: To expose students to the processes of archaeological excavations, discoveries and theories that help in the better understanding of the bible and its world. Through ancient historiographical materials, pottery etc., they will be helped to better understand the culture and life-style within which the bible evolved. Some of the issues to be addresses include: the characteristics of a tell, orthographic maps and the site plan, selection of excavation areas, stratigraphical excavations, and excavation techniques and tools.

Course Outline: Since the bible is the basis of all theological discourses and development, the dogma of the Christian faith and all Christian religious sciences, a good and balanced interpretation of the bible is a sine qua non necessity. Biblical archaeology thus contributes towards a better understanding and interpretation of the bible, leading to balanced and well-informed theological understandings of the traditions contained in the bible. The following topics will be covered:

- Introduction to archaeology and biblical archaeology
- The relation and importance of archaeology and the bible
- The characteristics of a tell
- Orthographic maps and the site plan
- Selection of excavation areas
- Stratigraphical excavations
- The responsibilities of the staff members
- Excavation techniques and tolls
- The results of excavations: publications, exhibitions
- Archaeology and the Exodus
- Archaeology and the biblical narrative of king Solomon

- Vertical (trench) and horizontal excavations
- The composition of an archaeological team
- The Jerusalem excavations: the city of David

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Define archaeology and distinguish biblical archaeology
- Present the importance of archaeology.
- Demonstrate sound knowledge and grasp of the processes, principles and techniques involved in the archaeological excavations
- Outline the ancient biblical world re-constructed through the aid of archaeology
- Distinguish modern theories about some biblical stories developed on the basis or archaeological evidence and theories.
- Interpret orthographic maps and identify different archaeologies

Specific Outcomes:

- Distinguish archaeology and biblical archaeology
- Contrast the relation and importance of archaeology and the bible
- Identify the characteristics of a tell
- Interpret orthographic maps and the site plan
- Select excavation areas
- Identify stratigraphical excavations
- Differentiate Vertical (trench) and horizontal excavations
- Critic the composition of an archaeological team
- Identify the responsibilities of the staff members
- Identify excavation techniques and tolls
- Analyze the results of excavations: publications, exhibitions
- Discuss Archaeology and the Exodus
- Discuss Archaeology and the biblical narrative of king Solomon
- Discuss the Jerusalem excavations: the city of David

PRESCRIBED TEXTBOOK

Graves, D. E. Biblical Archaeology. An Introduction with Recent Discoveries that Support the Reliability of the Bible. (Moncton – New Brunswick 2015).

Recommended Sources

- Finkelstein, I. – Silberman, S., The Bible Unearthed. Archaeology's New Vision of Ancient Israel and the Origin of Its Sacred Texts (New York 2002).
- Finkelstein, I. The Forgotten Kingdom. The Archaeology and History of Northern Israel (ANEM 5; Atlanta, GA 2013).
- Holden, J. M. – Geiser, N. The Popular Handbook of Archaeology and the Bible (Eugene 2013)
- James, P et al., Solomon and Shishak: Current Perspectives from Archaeology, Epigraphy, History and Chronology. Proceedings of the Third BICANE Colloquium held at Sidney Sussex College, Cambridge 26-27 March, 2011 (BIS 2732; Cambridge 2011).

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
3)	BIBLICAL GREEK II	BG 1521	7	5

Rationale/Purpose: Biblical Greek focuses on the fundamentals of New Testament Greek and the Septuagint. The learner will be introduced to the basic grammar and vocabulary of biblical Greek. This course lays a foundation for ongoing exegetical work using the Greek New Testament. The student will be taught how to translate, interpret, and understand biblical texts in their original linguistic context. Greek I, is the first of two-part series that continues with and is a prerequisite for Greek II.

Course Outline: The Biblical Greek module contributes to the programme's knowledge mix in all modules as it enables better understanding of the New testament and the Septuagint which are primary theology sources. Students benefit from the skills gained in this module in their academic and personal lives through improved communication abilities and ability to solve problems through analysis and interpretation of data. They appreciate the place of Greek in modern scientific studies. They gain insights into the origin and use of English words. As future religious ministers, students also learn to appreciate language as an evangelical tool. The following topics will be covered:

- Prepositions.
- Third Declension Nouns.
- Personal Pronouns.
- Present Active indicative Verbs.
- Present middle/ passive Indicative.
- Future Active/Middle Indicative.
- Relative Pronoun.
- Contract Verbs.
- Verbal roots and other forms.
- Reading and translation of Mark 1-3
- Reading and translation of John 1-2

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Demonstrate an adequate knowledge of the Greek noun and adjective systems.
- Show general knowledge of the Greek verb system, its tenses, aspects, and voices.
- Translate and interpret simple Greek sentences with ease.
- Utilize commentaries and biblical resources that require basic knowledge of biblical Greek.

Specific Outcomes:

- Identify and pronounce Greek Alphabet.
- Apply Greek punctuation and Syllabification.
- Use Greek vocabulary.
- Describe Greek nouns.
- Analyze Greek articles.
- Identify second declension nouns.
- Describe Greek cases.
- Identify Nominative and Accusative.
- Identify Genitive and Dative.
- Identify first declension nouns.
- Explain Greek verbs.
- Describe Greek adjectives.
- Identify prepositions.
- Identify Greek Alphabet and correctly pronounce Greek words.

PRESCRIBED TEXTBOOKS

- Mounce, W. D. 2019. Basics of Biblical Greek: Grammar. 3rd edition (Zondervan).
- Swetnam, J. 1998. An Introduction to the Study of New Testament Greek. Second, Revised Edition (Roma).
- Aland, Kurt, et al., eds., The Greek New Testament, 4th ed. New York: United Bible Society.
- Nestle, E., et al., eds., Novum Testamentum Graece, 28th edition, Deutsche Bibelgesellschaft.5.1 Recommended sources

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
4)	BIBLICAL GREEK I	BG 1511	7	5

Rationale/Purpose: Biblical Greek focuses on the fundamentals of New Testament Greek and the Septuagint. The learner will be introduced to the basic grammar and vocabulary of biblical Greek. This course lays a foundation for ongoing exegetical work using the Greek New Testament. The student will be taught how to translate, interpret, and understand biblical texts in their original linguistic context. Greek I, is the first of two-part series that continues with and is a prerequisite for Greek II.

Course Outline: The Biblical Greek module contributes to the programme's knowledge mix in all modules as it enables better understanding of the New testament and the Septuagint which are primary theology sources. Students benefit from the skills gained in this module in their academic and personal lives through improved communication abilities and ability to solve problems through analysis and interpretation of data. They appreciate the place of Greek in modern scientific studies. They gain insights into the origin and use of English words. As future religious ministers, students also learn to appreciate language as an evangelical tool. The following topics will be covered:

- Alphabet and Pronunciation.
- Punctuation and Syllabification.
- Reading
- Vocabulary.
- Introduction to Nouns.
- Article.
- Second Declension Nouns.
- Introduction to Cases.
- Nominative and Accusative.
- Genitive and Dative.
- First Declension Nouns.
- Introduction to Verbs.
- Adjectives.
- Prepositions.

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Demonstrate an adequate knowledge of the Greek noun and adjective systems.
- Show general knowledge of the Greek verb system, its tenses, aspects, and voices.
- Translate and interpret simple Greek sentences with ease.
- Utilize commentaries and biblical resources that require basic knowledge of biblical Greek.

Specific Outcomes:

- Identify and pronounce the Greek Alphabet.
- Apply Greek punctuation and Syllabification.
- Use Greek vocabulary.
- Describe Greek nouns.
- Analyze Greek articles.
- Identify second declension nouns.
- Describe Greek cases.
- Identify Nominative and Accusative.
- Identify Genitive and Dative.
- Identify first declension nouns.
- Explain Greek verbs.
- Describe Greek adjectives.
- Identify prepositions.
- Identify Greek Alphabet and correctly pronounce Greek words.

PRESCRIBED TEXTBOOKS

- Mounce, W. D. 2019. Basics of Biblical Greek: Grammar. 3rd edition (Zondervan).
- Swetnam, J. 1998. An Introduction to the Study of New Testament Greek. Second, Revised Edition (Roma).
- Aland, Kurt, et al., eds., The Greek New Testament, 4th ed. New York: United Bible Society.
- Nestle, E., et al., eds., Novum Testamentum Graece, 28th edition, Deutsche Bibelgesellschaft.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
5)	BIBLICAL HEBREW I	BH 2612	7	6

Rationale/Purpose: Biblical Hebrew is a two-course series designed to introduce learners to the basics of the biblical Hebrew language of the Old Testament. The course is an introductory study of biblical Hebrew.

Course Outline: The Biblical Hebrew module contributes to the programme's knowledge mix in all modules as it enables better biblical exegesis. Students benefit from the skills gained in this module in their overall academic and personal lives through improved language comprehension and study methods. The following topics will be covered:

- Introduction to Biblical Hebrew.
- Hebrew Alphabet and Hebrew Vowels.
- Syllabification and Pronunciation.
- Hebrew Nouns.
- Article.
- Sentence Structure
- Waw conjunctive.
- Prepositions.
- Subject and object.
- Gender, number and person.
- Verb qal.
- Pronouns.

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Read the Hebrew alphabet with the vowel pointing system.
- Write simple Hebrew sentences.
- Interpret Hebrew words
- Construct Hebrew grammar, vocabulary and syntax of Biblical Hebrew.
- Translate simple texts from Biblical Hebrew to English.

Specific Outcomes:

- Identify words in Biblical Hebrew.
- Read Hebrew Alphabet and Hebrew Vowels.
- Explain Syllabification and Pronounce Hebrew words
- Describe Waw conjunctive.
- Identify Hebrew prepositions.
- Identify Hebrew subject and object.

- Describe Hebrew Nouns.
- Derive meaning from Hebrew article.
- Construct Hebrew sentence.
- Identify Hebrew gender, number and person.
- Describe Hebrew verb qal.
- Identify Hebrew pronouns.

PRESCRIBED TEXTBOOKS

- Biblia Hebraica Stuttgartensia (BHS). K. Elliger and W. Rudolph, eds. Stuttgart: Deutsche Bibelgesellschaft, 1967.
- Lambdin, T.O., (1996). Introduction to Biblical Hebrew. London: Darton, Longman & Todd Ltd.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
6)	BIBLICAL HEBREW II	BH 2621	7	6

Rationale/Purpose: Biblical Hebrew is a two-course series designed to introduce learners to the basics of the biblical Hebrew language of the Old Testament. The course is an introductory study of biblical Hebrew.

Course Outline: The Biblical Hebrew module contributes to the programme's knowledge mix in all modules as it enables better biblical exegesis. Students benefit from the skills gained in this module in their overall academic and personal lives through improved language comprehension and study methods. The following topics will be covered:

- Itsurim sheqetim.
- Verb qal imperfectum.
- Lamed-hey pe'ayin.
- The construct chain.
- Qal perfect-weak.
- Qal imperfect- weak.
- Waw consecutive.
- Hebrew numbers.

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Read the Hebrew numbers
- Write simple Hebrew sentences
- Interpret Hebrew words
- Construct Hebrew grammar, vocabulary and syntax of Biblical Hebrew
- Write in Hebrew

Specific Outcomes:

- Identify Itsurim sheqetim.
- Analyse verb qal imperfectum.
- Describe lamed-hey pe'ayin.
- Analyze the construct chain.
- Descuss Qal perfect-weak.
- Discuss Qal imperfect- weak.
- Discuss Waw consecutive.
- Write Hebrew numbers.

PRESCRIBED TEXTBOOKS

- Biblia Hebraica Stuttgartensia (BHS). K. Elliger and W. Rudolph, eds. Stuttgart: Deutsche Bibelgesellschaft, 1967.
- Lambdin, T.O., (1996). Introduction to Biblical Hebrew. London: Darton,Longman & Todd Ltd.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
7)	BIBLICAL METHOD & HERMENEUTICS **[Elective]**	BMH 3701	5	7

Rationale/Purpose: To deepen the student's knowledge of the Scriptures, in particular to make the students familiar with approaches to the biblical method as outlined in the Pontifical Biblical Commission's document: The Interpretation of the Bible in the Church.

Course Outline: Students are introduced to how to study the Scriptures on their own–systematically, contextually, and independently, and be surprised by how much God's Word has in store for you as you feast on it through the guidance of the Holy Spirit. There will be weekly readings or exercises requiring a written reflection or response from required reading. The following topics will be covered:

- What is truth? What is biblical truth?
- The dynamics in the writing of the OT
- The dynamics in the writing of the NT
- Hermeneutics: scientific art of interpretation; it's meaning and history
- Canon of Scripture

Methods of Interpretation:

- Historical-critical method
- Textual criticism and Source criticism – The Pentateuch; the Synoptic Problem
- Form Criticism and Redaction Criticism
- Gospel parallels
- Other approaches to biblical study such as:
- Canonical criticism
- Reader-response theories and structuralist approaches
- Bible and archaeology

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Understand: What is history? What is truth? What is biblical truth?
- Understanding the dynamics in the writing of the OT
- Comprehend the dynamics in the writing of the NT
- Explain Hermeneutics: scientific art of interpretation; its meaning and history
- Understand what is the Canon of Scripture?
- Apply the following methods of interpretation:
  - Historical-critical method
  - Textual criticism and Source criticism – The Pentateuch; the Synoptic Problem
  - Form Criticism and Redaction Criticism
- Work with Gospel parallels
- Apply other approaches to biblical study such as:
  - Canonical criticism
  - Reader-response theories and structuralist approaches
- Understand the relation between the Bible and archaeology

Specific Outcomes:

- Distinguish truth and biblical truth?
- Discuss the dynamics in the writing of the OT
- Discuss the dynamics in the writing of the NT
- Analyze methods of interpretation
- Analyze Gospel parallels
- Discuss other approaches to biblical study such as:
  - Discuss Canonical criticism

- Analyze Hermeneutics: scientific art of interpretation; its meaning and history
- Discuss Canon of Scripture
- Analyze reader-response theories and structuralist approaches
- Discuss Bible and archaeology

PRESCRIBED TEXTBOOK

Bechard, D. P. 2002. The Scripture Documents. An Anthology of Official Catholic Teachings. Collegeville: The Liturgical Press.

Recommended Reading

- Egger, W. 1996. How to read the New Testament. Peabody: Hendrickson Publishers.
- Fitzmyer, W. 1995. The Biblical Commission's Document "The Interpretation of the Bible in the Church" Text and Commentary. Subsidia Biblica 18. Roma: Editrice PIB.
- Williamson, P. 2001. Catholic Principles for Interpreting Scripture: A Study on The Biblical Commission's Document "The Interpretation of the Bible in the Church" Text and Commentary. Subsidia Biblica 22. Roma: Editrice PIB.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
8)	BIO-MEDICAL ETHICS	BME 3711	7	7

Rationale/Purpose: This module examines ethical issues related to biotechnology and health care, including abortion, assisted suicide, genetic counselling and new reproductive technologies. Students explore hypothetical and actual cases of bioethical dilemmas.

Course Outline: Students explore major topics in the field of biomedical ethics, such as genetic testing, abortion, human experimentation, and euthanasia. Furthermore, the course examines relevant legal cases and may consider formal constructs of medical morality. Introductory biomedical ethics courses emphasize developing a capacity to utilize ethical principles and reasoning in personal and professional situations. The following topics will be covered:

- Introduction to Bio-Medical ethics
- Human life
- The beginning of life
- Human life (Physiology)
- Issues in Bioethics:
  - At the beginning of life
  - Embryonic and adult stem cell research
- Abortion
- The end-of-life ethics
- Brain death
- Killing/Wilful murder
- Suicide
- War and peace
- The preservation of life and healthcare
- Human experimentation

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Define the terms' Ethics' and 'Ethical Argument'.
- Outline two reasons why we need an 'Ethical Code' in medical practice.
- Define the terms' Human Good' and 'Medical Good'.
- Construct an ethical debate on the issue of abortion.
- Explain the 'Concept of Personhood'.
- Explain why the 'Concept of Personhood' is important in the Abortion debate

Specific Outcomes:

- Understand the role of ethics in medicine
- Recognize ethical issues when they arise in your practice
- Deal with these issues in a systematic manner
- Discuss human life
- Analyze the beginning of life
- Distinguish human life (Physiology)
- Understand the beginning of life
- Discuss embryonic and adult stem cell research
- Discuss abortion
- Understand the end-of-life ethics
- Explain brain death
- Contrast killing and wilful murder
- Discuss suicide
- Explain war and peace
- Understand the preservation of life and healthcare
- Discuss human experimentation

PRESCRIBED TEXTBOOK

William E. May, "CATHOLIC BIOETHICS AND THE GIFT OF HUMAN LIFE", 3RD Edition, Our Sunday Visitor Inc., USA, 2013

Recommended Reading

- Judson Karen and Harrison Carlene, "Law and Ethics: FOR HEALTH PROFESSIONS", 7th Edition, McGraw-Hill Education, New York, 2013
- Akabayashi Akira, "THE FUTURE OF BIOETHICS: International Dialogues", Oxford University Press, United Kingdom, 2014
- Swanson W. Kara, "Banking on the Body: The market in blood, milk, and sperm in modern America", Harvard University Press, Massachusetts, USA, 2014

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
9)	CANON LAW I	CL 1512	7	5

Rationale/Purpose: Introduction to the Church's legal system and in particular Book I of the Code of Canon Law. Canons 1 to 95 examined in the light of the canonical tradition, documents of the Second Vatican Council and the revision of the law. Includes the following: specificity of the Code, law, custom, general decrees and singular administrative acts. In furthering the spread of the Gospel, the parish priest must exercise in the community of the Church the roles of sanctifier, teacher, and administrator. All these roles require an understanding of canon law: in

sanctifying, so that the sacraments are celebrated validly and licitly, in teaching, so that the teaching of the magisterium of the Church is presented in a faithful and authentic manner; in administering, so that the temporal goods of the Church are administered through correct, prudent, and licit methods.

Course Outline: This course will equip students with the canonical knowledge necessary for the pastoral works in the parish within the framework of "Priest, Prophet and King. The following topics will be covered:

- Introduction to Canon Law
- Ecclesiastical Laws
- Custom
- General Decrees and Instructions
- Singular administrative acts
- Common norms
- Singular Decrees and Precepts
- Rescripts
- Privileges
- Dispensations
- Statutes and Rules of Order

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Identify the canonical knowledge necessary for the pastoral works in the parish within the framework of "Priest, Prophet and King.
- Analyze preparatory theological and philosophical course work necessary to begin the study of canon law.
- Demonstrate a knowledge of the universal law of the Catholic Church.
- Critique the place of law in pastoral practice.
- Articulate a critical understanding of the theological basis for that law.
- Validate aspects of the law to pastoral practice.

Specific Outcomes:

- Discuss the introduction to Canon Law
- Discuss Ecclesiastical Laws [cc.7-22].
- Discuss Custom [cc.23-28.
- Discuss general decrees and Instructions [cc. 29-34]
- Discuss Singular administrative acts[cc.35-93]
- Discuss Common norms [cc.35-47]
- Discuss Singular Decrees and Precepts [cc.48-58]
- Discuss Rescripts [cc.59- 75]
- Discuss Privileges [cc.76-84].
- Discuss Dispensations [cc 85-94]
- Discuss Statutes and Rules of Order [cc. 94-95]

PRESCRIBED TEXTBOOKS

- Code of Canon Law, Latin-English Edition, Washington, D.C.: Canon Law Society of America, 2012.
- Code of Canons of the Eastern Churches, Latin-English Edition, Washington, D.C.: Canon Law Society of America, 2001.
- New Commentary on the Code of Canon Law, The Canon Law Society of America, 2000. (This is the most recent American Commentary.)

Recommended Sources

- The Obligations and Rights of the Pastor of a Parish According to the Code of Canon Law, Edward Sweeny, New York: Alba House, 2002.
- The Pastoral Companion, Fourth updated Edition, John Huels, Montreal: Wilson and LaFleur, 2009

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
10)	CANON LAW II	CL 1522	7	5

Rationale/Purpose: An introduction to the nature and history of canon law; an investigation of selected canons in Book One of the 1983 Code of Canon Law; an investigation of the power of government in the Church, focused in the hierarchical constitution of Church, as found in Book Two of the 1983 Code. A reflection on Canons 330-367; 431-459.

Course Outline: The canon Law module contributes to the programme's knowledge mix in all modules as it enables better understanding of the laws that govern a relationship of governance in all the churches institutions and missions. The following topics will be covered:

- Definition of Hierarchy
- Supreme authority of the Church
- The roman Pontiff and the College of Bishop
- The Roman Pontiff
- The College of Bishops
- The synod of Bishops
- The Cardinals of the Holy Roman Church
- The Roman Curia
- Particular churches
- Ecclesiastical provinces and ecclesiastical Regions
- The internal ordering of Particular churches

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Define the Hierarchical structure
- Articulate the relationship between the local Church and the universal Church
- Conceptualize the internal dynamics of governance in the Catholic Church
- Promote the image of the Church as communion
- Provide an overview of the Petrine ministry and its role in the universal Church.
- Present the Church as communion
- Outline the relationship of the various offices and ministries and the interrelations.
- Explain the relationships of ecumenical councils, Bishops, College of Cardinals, the Roman curia
- Identify the local organization of the Church and its relation with the Universal Church

Specific Outcomes:

- Discuss church Hierarchy
- Distinguish the supreme authority of the Church
- Contrast the Roman Pontiff and the College of Bishop
- Discuss the synod of Bishops
- Describe the Cardinals of the Holy Roman Church
- Challenge the Roman Curia
- Contrast particular churches
- Describe the Ecclesiastical provinces and ecclesiastical Regions
- Explain the internal ordering of Particular churches

PRESCRIBED TEXTBOOKS

Code of Canon Law, Latin-English Edition, Washington, D.C.: Canon Law Society of America, 2012. Code of Canons of the Eastern Churches, Latin-English Edition, Washington, D.C.: Canon Law Society of America, 2001.

Recommended Source

Ratzinger J. Introduction to Christianity.1990. Ignatius Press, San Francisco.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
11)	CANON LAW III	CL 2613	7	6

Rationale/Purpose: Exploration of the theological and historical background of Church Law. Principles of legal interpretation. Overview of 1983 Code of Canon Law and post 1983 legislation. Attention to General Norms, People of God, Teaching Office of the Church, Sacred Places and Times, Temporal Goods of the Church, Sanctions in the Church and some processes. This is an overview of the canons 747-833.

Course Outline: The canon Law module contributes to the programme's knowledge mix in all modules as it enables better understanding of the laws that govern a relationship of governance in all the churches institutions and missions. The following topics will be covered:

- Introduction
- The ministry of the divine Word
- The preaching of the Word of God
- Catechetical instruction
- The missionary action of the Church
- Catholic Education
- Schools
- Catholic universities and other institutions of Higher Studies
- Ecclesiastical Universities and Faculties
- Instruments of Social Communication and Books in Particular
- The profession of Faith

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Reflect on the ministry of the divine word
- Outline the organization of Catechesis in a diocese.
- Evaluate evangelizations, methods and mechanisms and norms governing missionary activity.
- Analyze the fundamental principles of catholic education and its implementation in its institutions.
- Explain the preaching ministry and norms underpinning it.
- Outline the importance of the instruments of communication in evangelization, limits and media regulatory framework.

Specific Outcomes:

- Describe the ministry of the divine Word
- Discuss the preaching of the Word of God
- Critique the Catechetical instruction
- Identify the missionary action of the Church
- Discuss Catholic Education
- Discuss Schools of thought in Canon law
- Analyze Catholic universities and other institutions of Higher Studies
- Discuss Ecclesiastical universities and Faculties
- List Instruments of Social Communication and Books in Particular
- Discuss the profession of Faith

PRESCRIBED TEXTBOOKS

- The Canon Law: Letter and Spirit: A Practical Guide to the Code of Canon Law, ed. Gerard Sheehy, Francis Morissey, Canon Law Society of Great Britain & Ireland, 1995.
- Clergy Procedural Handbook, ed. Randolph R. Calvo, Nevin J. Klinger, Washington, DC: Canon Law Society of America,
- 1992. Code of Canon Law Annotated, Second Edition, ed. Ernest Caparros, Hélène Aubé, Montreal: Wilson and LaFleur, 2004.
- The Code of Canon Law, A Text and Commentary, ed. James Coriden et al., New York: Paulist Press, 1985.

Recommended Source

Ratzinger J. Introduction to Christianity.1990. Ignatius Press, San Francisco.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
12)	CANON LAW IV	CL 2622	7	6

Rationale/Purpose: Exegesis of the following norms of the Canons of Book IV preliminary canons on the "Munus Sanctificandi and the Sacraments of Initiation namely 1. Baptism, 2. Confirmation and the Eucharist its celebration and reservation the norms for mass offering. Particular issues on the sacramental law of Christian Initiation, penance and anointing of the sick.

Course Outline: The Canon module contributes to the programme's knowledge mix in all modules as it enables proper understanding of the celebration of sacraments and their administration for the people of God. The following topics will be covered:

- Baptism
- The sacrament of Confirmation
- The most Holy Eucharist
- Eucharistic celebration
- Rites and ceremonies of the Eucharistic celebration
- The reservation and Veneration of the Most Holy Eucharist
- The offering given for the celebration of Mass
- The sacrament of Penance
- Indulgences
- Sacrament of anointing of the Sick

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Reflect the norms regarding the celebration of the sacraments
- Present an analysis on the study of substantial questions regarding sacramental discipline.
- Outline issues around Mass stipends and Indulgences
- Articulate an exegesis of the actual norms in force
- Identify the historical development connected to some of the issues in question
- Explain the proper administration of sacraments.

Specific Outcomes:

- Discuss the meaning of Baptism
- Evaluate the sacrament of Confirmation
- Discuss the most Holy Eucharist
- Describe Eucharistic celebration
- Compare and contrast rites and ceremonies of the Eucharistic celebration
- Distinguish the reservation and Veneration of the Most Holy Eucharist
- Discuss the offering given for the celebration of Mass
- Discuss the sacrament of Penance
- Evaluate indulgences
- Discuss Sacrament of anointing of the Sick
- Describe the celebration of the sacrament

PRESCRIBED TEXTBOOKS

- Code of Canon Law, Latin-English Edition, Washington, D.C.: Canon Law Society of America, 2012.
- Code of Canons of the Eastern Churches, Latin-English Edition, Washington, D.C.: Canon Law Society of America, 2001.

Recommended Source

Ratzinger J. Introduction to Christianity.1990. Ignatius Press, San Francisco.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
13)	CATECHETICS	CAT 2614	7	6

Rationale/Purpose: To give students tools on how to oversee and ensure that catechesis is done properly in their parishes one day. To help them develop an interest and encourage catechesis especially the RCIA. To actually help how to catechize different groups of people in different contexts.

Course Outline: The module prepares future priests to be formatters of Christian communities to be proactive in the formation of faith of adults. In turn, future priests will be able to support on-going formation of faith within their communities. They will learn how to celebrate RCIA Liturgical rites in their future parishes. The following topics will be covered:

- Catechesis at the service of on-going formation
- Catechesis and religious instruction in Schools
- The nature, object and duties of catechesis
- Catechesis at the service of transmitting the Gospel
- Methods of Catechesis
- Catechesis according to age
- Catechesis for special situations, mentalities and environments and Media
- Catechesis in socio-religious context
- Formation in the service of catechesis
- Catechesis at the Christian Initiation of adults

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Define Catechism
- Reflect on the methods of Catechesis
- Evaluate Catechism

Specific Outcomes:

- Analyze Catechesis at the service of on-going formation
- Distinguish Catechesis and religious instruction in Schools
- Compare and contrast nature, object and duties of catechesis
- Identify the role of Catechesis at the service of transmitting the Gospel
- Discuss methods of Catechesis
- List elements of Catechesis according to age
- Discuss Catechesis for special situations, mentalities and environments and Media
- Discuss Catechesis in socio-religious context
- Discuss formation in the service of catechesis
- Discuss Catechesis at the Christian Initiation of adults

PRESCRIBED TEXTBOOK

CONGREGATION FOR THE CLERGY, General Directory for Catechesis. Libreiria Editice Vaticana, Vatican City 1997.

Recommended Sources

- Hirmer, O. 1992. Our Journey Together. 47 Catechetical Sessions for Christian Initiation of Adults (RCIA). Lumko Institute, Interpark publishers.
- Meddi, L. 2016. Il cammino di fede. Riorganizzare la catechesi parrocchiale. Torino: Editrice Elledici.
- Morris, T.H. 1997. The RCIA Transforming the Church: A Resource for Pastoral implementation. Mahwah: Paulist Press.
- Wagner, N. 2008. The Way of Faith: A Field guide for the RCIA Process. New London: Twentythird Publications.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
14)	CHRISTOLOGY/SOTERIOLOGY	CS 2623	7	6

Rationale/Purpose: The main purpose of this module is to provide students with a comprehensive understanding of the main doctrines of Christianity. The course aims at introducing the student to the discipline of systematic theology, in particular, to Theological Prolegomena, and the doctrines of Scripture, God and man. Students should have a competent grasp of the issues involved and a facility to communicate them with some fluency. Some memorization is

essential in this process. Theology is both exegetical and historical, sociological and ecclesiastical, biblical and systematic. Tensions often arise when one aspect is stressed at the expense of another.

Course Outline: This is a course in systematic theology—concerned with the answer to a series of inter-related questions: What does the entire Bible teach on a specific issue? How have theologians of the past and present formulated this issue? Answers to these questions are often expressed confessional, and many branches of the Church require of their ordained clergy (teaching elders) a commitment to these doctrines in a more or less strict sense. Students ought to be able to handle themselves well in the modern debate over controversial issues. The following topics will be covered:

- Biblical Christology
- Introduction and New Testament Christologies
- The Quests for the Historical Jesus
- A Life of Christ: Benedict XVI's Exercise in Theological or Canonical Exegesis
- Historical Christology
- The Christological Controversies of the Patristic Era
- Images of Christ throughout History I
- Images of Christ throughout History II
- Contemporary Christology
- Christologies of Liberation: Latin American, Feminist, and Womanist
- Contemporary Issues in Christology: Jesus' Psychology and the Universality of His Salvation

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Define Christology
- Illustrate Christology in the New Testament
- Summarise the present state of biblical scholarship
- Contrast Christology and historical Jesus
- Distinguish the catalytic effect of Jesus

Specific Outcomes:

- Explain biblical Christology
- Analyse New Testament Christologies
- Discuss quests for the Historical Jesus
- Discuss the life of Christ: Benedict XVI's Exercise in Theological or Canonical Exegesis
- Comment on historical Christology
- Analyse the Christological controversies of the Patristic Era
- Explain images of Christ throughout History I
- Explain images of Christ throughout History II
- Discuss contemporary Christology
- Compare and contrast Christologies of Liberation: Latin American, Feminist, and Womanist
- Analyse contemporary Issues in Christology: Jesus' Psychology and the Universality of His Salvation

PRESCRIBED TEXTBOOK

Roch Kereszty, Jesus Christ. Fundamentals of Christology (St. Pauls, Staten Island, 2015) ISBN: 13: 9780-8189-0917-7 (Revised and Updated Third Edition)

Recommended Sources

- Campbell, John M. The Nature of the Atonement. Reprint; Grand Rapids: Eerdmans, 1997.
- Meeting Jesus Again for the First Time: The Historical Jesus and the Heart of Contemporary Faith. Reprint; San Francisco: Harper San Francisco, 1995.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
15)	CHURCH HISTORY I	CH 1513	7	5

Rationale/Purpose: This course covers the first five centuries of the history of the Christian Church. It introduces students to the birth of the Jesus Movement in Palestine, as well as the birth and development of the Christian Church in the Roman Empire up to 500 CE.

Course Outline: The Church history module contributes to the programme's knowledge mix in all modules as it enables student to come to appreciate the role of historical events such as heresies in the theological and organizational development of the Church. It also gives a panoramic view of where the Church comes from and a sense of where it is going. It also gives a sense of what have been the perennial issues and challenges in the Church's theology and organization. The following topics will be covered:

- The Jesus movement in Jerusalem, Judea and Samaria
- Church in the Roman Empire
- Suspicion, suppression and persecution
- In defence of Christian Teachings: Christian apologists Diversity and heresy (Gnosticism, Marcionism, Arianism and Donatism)
- The emergence of Christian writings
- Eastern monasticism
- From Nicaea to Chalcedon
- Key theologians of the era; Irenaeus, Tertullian, Origen, and Augustine.

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Narrate how the Church was established.
- Show appreciation of the historical issues and challenges faced by the Church from 30- 500 CE.
- Engage with the core issues that key Christian thinkers dealt with during the period of study.
- Interpret sources available on the period of study
- Critically review the role of the Early Church as a foundation for contemporary Christianity.
- Use the knowledge gained to understand the moral, philosophical and theological architecture of the Church.

Specific Outcomes:

- Discuss Jesus Christ
- Analyse how the Church spreads across the Empire
- Discuss a Church with Authority
- Describe the Final victory over Paganism
- Analyse Jerome
- Analyse Augustine

- Explain Constantine favours the Christians and Inaugurates a New Era of Church History.
- Compare and contrast Worship, Faith, and Life in the Early Church
- Discuss Pope Leo wins a Great Victory for Papal Primacy at Chalcedon

PRESCRIBED TEXTBOOKS

- Hastings A. (ed.) 1999. A world history of Christianity, Cassell: London.
- Latourette K. S. 1970. A History of Christianity. The first five centuries, To 500 AD. Harper & Row Publishers: New York.
- Latourette K. S. 1975. A History of Christianity. Harper & Row Publishers: New York.
- Little F. H. 2001. Illustrated history of Christianity. The continuum International publishing group Inc.: New York.
- MacCullock D. 2009. A History of Christianity, Penguin Books: London.
- Tomkins S. 2005. A Short history of Christianity. William B. Eerdmans Publishing Company. Grand Rapids: Michigan/Cambridge.
- Williams R. 2005. Why Study the Past? The Quest for the Historical Church. Darton, Longman and todd Ltd: London.

Recommended Sources (*From the UNISA library*)

- Crowe, J. 1997. From Jerusalem to Antioch. The Gospel Across Cultures. The Liturgical Press Collegeville: Minnesota.
- Davidson, I.J. 2005. The Birth of the Church. From Jerusalem to Constantine AD 30-312 (Vol. 1). Monarch Books: Oxfrord.
- Elton G. R. 1984. The Practice of History. Fountain Paperbacks, London.
- Hillerbrand H.J. 2017. A New History of Christianity. Abingdon Press: Nashville.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
16)	CHURCH HISTORY II	CH 1522	7	5

Rationale/Purpose: This course covers the period from AD 600-1300 of the Church's history. It focusses on how Christendom was created in the middle ages through the roles played by: the popes and Franks and Hildebrand. It also gives an account of the Eastern schism and the introduction of Aristotle in the west.

Course Outline: The Church history module contributes to the programme's knowledge mix in all modules as it enables student to come to appreciate the role of historical events the creation of Christendom and the introduction of Aristotle affected the theological and organizational development of the Church. It also gives a panoramic view of where the Church comes from and a sense of where it is going. It also gives a sense of what have been the perennial issues and challenges in the Church's theology and organization. The following topics will be covered:

- The popes and Franks join forces to create a new unity: Christendom
- Hildebrand's revolution makes the popes supreme in Christendom
- The papal monarchy at its zenith
- The Eastern Schism
- Church and society in western Christendom
- The Aristotelian invasion

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Provide the insight regarding the making of Christendom.
- Outline the factors that led to the ascendancy of the papacy in medieval society.
- Narrate how the papacy ascended to supremacy in medieval society
- Explain how the works of Aristotle transformed western theology
- Narrate how the introduction of Aristotle's philosophical corpus transformed theology in the Western Church.

Specific Outcomes:

- Discuss Christendom
- Distinguish Hildebrand's revolution
- Discuss the papal monarchy at its zenith
- Discuss the Eastern Schism
- Discuss Church and society in western Christendom
- Analyse the Aristotelian invasion

PRESCRIBED TEXTBOOK

Bokenkotter, T. 1990. A Concise History of the Catholic Church (revised edition). Doubleday: New York.
Jedin, H.1980. History of the Church I-II. Burns & Oates: London.
Dwyer, J. C. 1985. Church History. Twenty Centuries of Catholic Christianity. Paulist press: Mahwah.

Recommended Sources

Holmes, J. D. & Bickers, B. W. 1992. A short History of the Catholic Church. Burns and Oates: New York.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
17)	CHURCH HISTORY III	CH 2615	7	6

Rationale/Purpose: This course covers the period from AD 600-1300 of the Church's history. It focusses on how Christendom was created in the middle ages through the roles played by: the popes and Franks and Hildebrand. It also gives an account of the Eastern schism and the introduction of Aristotle in the west.

Course Outline: The Church history module contributes to the programme's knowledge mix in all modules as it enables student to come to appreciate the role of historical events the creation of Christendom and the introduction of Aristotle affected the theological and organizational development of the Church. It also gives a panoramic view of where the

Church comes from and a sense of where it is going. It also gives a sense of what have been the perennial issues and challenges in the Church's theology and organization. The following topics will be covered:

- The decline of the papal monarchy
- The papacy survives the great schism and puts down conciliarism
- The Church fails to reform itself in time
- Luther splits Christendom
- Calvin makes Protestantism an international movement.
- The Catholic Church recovers its spiritual Elan

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Narrate the decline of the papal monarchy
- Narrate the papacy survival of the great schism
- Present why the Church fails to reform itself in time
- Reflect on Luther' split of Christendom
- Reflect on Calvin making of Protestantism
- Evaluate the Catholic Church recovering its spiritual Elan

Specific Outcomes:

- Discuss the decline of the papal monarchy
- Discuss the papacy surviving the great schism
- Discuss conciliarism
- Discuss church reforms
- Describe how Luther splits Christendom
- Describe Calvin making Protestantism an international movement.
- Discuss the Catholic Church and spiritual Elan

PRESCRIBED TEXTBOOKS

- Bokenkotter, T. 1990. A Concise History of the Catholic Church (revised edition). Doubleday: New York.
- Dwyer, J. C. 1985. Church History. Twenty Centuries of Catholic Christianity. Paulist press: Mahwah.

Recommended Source

Holmes, J. D. & Bickers, B. W. 1992. A short History of the Catholic Church. Burns and Oates: New York.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
18)	CHURCH HISTORY IV	CH 2624	7	6

Rationale/Purpose: This course covers the period from AD 1650 - (to the present) of the Church's history. It focuses on the challenge of the new thought of modernism and the internal strife brought by Jansenism and Gallicanism. It contends with the French revolution, which shatters the Church of the old order. Finally, it focuses on the Second Vatican Council and the sound and fury of renewal, and shows how the bark of Peter continues to be in stormy seas.

Course Outline: The Church history module contributes to the programme's knowledge mix in all modules as it enables student to come to appreciate the role of historical events the creation of Christendom and the introduction of Aristotle affected the theological and organizational development of the Church. It also gives a panoramic view of where the Church comes from and a sense of where it is going. It also gives a sense of what have been the perennial issues and challenges in the Church's theology and organization. The following topics will be covered:

- Challenge of the new thought
- The Church torn by internal strife: Jansenism and Gallicanism
- The French revolution shatters the Church of the old order
- Pius IX says "No" to the liberal Catholics
- The syllabus of errors Squelches the Liberal Catholics
- Pio Nono carries Ultra-montanism to a Grand triumph at Vatican 1
- The popes of the twentieth century
- The Second Vatican Council
- The bark of Peter in stormy seas

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Demonstrate understanding of the challenge of the new thought of modernism, and the internal strife brought by Jansenism and Gallicanism.
- Reflect on the aftermath of the French revolution, which shattered the Church of the old order.
- Analyse the complex issues faced by the Second Vatican Council and the sound and fury of renewal, and shows how the bark of Peter continues to be in stormy seas
- Challenge the new thought of modernism, and the internal strife brought by Jansenism and Gallicanism.
- Narrate how French revolution shattered the Church of the old order.

Specific Outcomes:

- Discuss the new thought
- Discuss the Church torn by internal strife: Jansenism and Gallicanism
- Discuss the French revolution shatters the Church of the old order
- Analyse Pius IX says "No" to the liberal Catholics
- Describe the syllabus of errors Squelches the Liberal Catholics
- Discuss Pio Nono carries Ultra-montanism to a Grand triumph at Vatican 1
- Identify the popes of the twentieth century
- Evaluate the Second Vatican Council
- Analyse the bark of Peter in stormy seas

PRESCRIBED TEXTBOOKS

- Bokenkotter, T. 1990. A Concise History of the Catholic Church (revised edition). Doubleday: New York.
- Dwyer, J. C. 1985. Church History. Twenty Centuries of Catholic Christianity. Paulist press: Mahwah.

Recommended Sources

Holmes, J. D. & Bickers, B. W. 1992. A short History of the Catholic Church. Burns and Oates: New York.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
19)	CRISPR & THE DIGNITY OF HUMAN LIFE **[Elective]** [CRISPR - Clustered Regularly Interspaced Short Palindromic Repeats]	CDHL 4804	5	8

Rationale/Purpose: This module provides students with insights into the fundamental principles of gene-editing and how CRISPR functions as a gene-editing tool. Students are introduced to the significant ways in which CRISPR could be applied to life. Furthermore, the module discusses how best human life issues can be addressed in the sphere of medicine. CRISPR brings about new innovative ways of morality. What is the way forward?

Course Outline: Clustered Regularly Interspaced Short Palindromic Repeats refers to clusters of DNA sequences that are found at regular intervals in the genome of living organisms. This course will introduce the CRISPR technology, which has unlocked many boundless possibilities for the diagnosis and treatment of genetic diseases.
The following topics will be covered:

- Introduction to CRISPR?
- Treatment and diagnosis for humans
- Ethics of CRISPR and gene modification for humans
- The teaching of the Church on CRISPR

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Explain the way in which CRISPR can be used as a tool to edit genes
- Analyze how CRISPR can be used to optimize microbes for the food, health, and energy industries
- Compare the use of CRISPR in agriculture when optimizing crops with other applications
- Recommend guidelines for an ethical use of CRISPR by considering the ethical implications CRISPR genetic manipulation raises as the technology is developed
- Articulate the various ways in which CRISPR can be used in life

Specific Outcomes:

- Describe what CRISPR is and how it works
- Explain the role of Cas9
- Appraise the need to develop new therapies based on genetic understanding, such as immunotherapy and targeted therapy.
- Summarize the use of Crispr-Cas9 to find vulnerable oral cancer genes for a potential cure.
- Discuss the teaching of the Church on CRISPR
- Understand the position of the Church on CRISPR

PRESCRIBED TEXTBOOKS

- Vijai, S., and Pawan, K. D. 2020. Genome engineering via CRISPR-Cas9 System. Academic Press: Oxford.
- Yonglun, L. 2019. CRISPR Gene editing: methods and protocols. Springer: New York.

Recommended Reading

- Humane Vitae
- Dignitatis Humanae
- Gaudium et Spes

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
20)	DEALING WITH ALCOHOLISM & SUBSTANCE ABUSE **[Elective]**	DASA 1504	5	5

Rational/Purpose: This module is about enhancing the knowledge of the people, creating awareness on the dangers of alcohol and substance abuse. It also looks at how best society can deal with the problem or challenge of any substance abuse in the 21st century.

Course Outline: Students are introduced to the process of addiction, technical aspects of the most commonly abused drugs and how to do a screening of the substance abuser, along with an effective way of doing a brief intervention session with the substance abuser/family member. The course outlines awareness of drug & alcohol misuse together with the risks and effects associated with misuse, the law and prevention measures. The following topics will be covered:

- Alcohol abuse
- Substance abuse, treatment, and family therapy
- 12 Principles, or stages of Alcoholics Anonymous (AA)
- Substance abuse
- The teaching of the Church on alcohol and substance abuse

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Define alcohol abuse.
- Define substance abuse.
- Distinguish alcohol abuse from substance abuse.
- Obtain a better understanding about drugs and alcohol misuse.
- Obtain knowledge about the different types of drugs available and their side effects and use.
- Obtain a better understanding of why people take drugs.
- Obtain a better understanding about why people use Alcohol.
- Analyse the commonly abused drugs.
- Identify causes and risk factors of substance abuse.
- Evaluate the statistics and facts on alcohol and substance abuse
- Analyse the teaching of the Church on alcohol and substance abuse.

Specific Outcomes:

- Discuss alcohol abuse
- Discuss substance abuse
- Discuss the difference between alcohol and substance abuse
- Explain drug and alcohol misuse
- Discuss why people use drugs
- Discuss the role of the church in alcohol and substance abuse

PRESCRIBED TEXTBOOKS

- Treating Adolescent Substance Abuse Using Family Behavior Therapy: A Step-by-Step Approach by Brad Donohue; Nathan Azrin Wiley, 2012

- Substance Abuse Intervention, Prevention, Rehabilitation, and Systems Change Strategies: Helping Individuals, Families, and Groups to Empower Themselves by Edith M. Freeman

Recommended Reading

- Monti, P. M., Colby, S. M., and O'Leary, T. A. 2001. Adolescents, alcohol and substance abuse. The Guilford Press: New York.
- Dasgupta, A. 2016. Alcohol, drugs, genes and clinical laboratory. Academic Press: Oxford.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
21)	DEUTEROCANONICALS **[Elective]**	DEU 4802	7	8

Rationale/Purpose: The purpose or aim of this elective is to familiarize students with these books of the OT whose inclusion in the Catholic canon was disputed at one time: Judith, Tobit, Sirach, Wisdom, I and II Maccabees, and Baruch. Students are also expected to know why the Catholic Church regards them as canonical and divinely inspired.

Course Outline: Delineate a historical overview as to why these books were accepted by the Church from the earliest times, along with their inclusion in the Canon of Scripture at the Council of Trent in 1546. Also, present a thematic overview of these books by looking at select chapters. The following topics will be covered, the deuterocanonical books of the Old Testament:

- Tobit
- Judith
- Baruch
- Sirach
- 1 Maccabees
- 2 Maccabees
- Wisdom
- Additions to Esther, Daniel and Baruch

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Understand the Deuterocanonical Books of the Catholic Bible.
- Explain why the Catholic Church added seven books

Specific Outcomes:

- Understand the book of Tobit
- Discuss the book of Judith
- Discuss the book of Baruch
- Discuss the book of Sirach
- Discuss 1 Maccabees
- Distinguish the Maccabees
- Understand the book of Wisdom
- Additions to Esther, Daniel and Baruch

PRESCRIBED TEXTBOOK

Edited by: Géza G. Xeravits, József Zsengellér, and Xavér Szabó. 2014. Canonicity, Setting, Wisdom in the Deuterocanonicals: Deuterocanonical and Cognate Literature Studies, 22. Berlin: De Gruyter .

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
22)	DIOCESAN & RELIGIOUS SPIRITUALITY **[Elective]**	DRS 2601	5	6

Rationale/Purpose: To help students understand better the diocesan and religious vocations, their charisms and spirituality. For students geared towards religious or priestly life, this module will be a practical help in understanding their respective vocations, and will equip them with relevant skills to live them fully and productively.

Course Outline:

- Spirituality: Definition and related concepts
- Religious Life: Definition and related concepts
- History of Consecrated Life
- Religious Life and the Evangelical Counsels
- Consecrated persons and charisms
- Consecrated Life and Community Life
- Religious Life in the 21st century
- Diocesan Spirituality: Definition and debates
- Diocesan Priest and the Bishop: the promise of obedience
- Diocesan Priest and the community of diocesan priests
- Diocesan Priest and the Christian Community
- Challenges facing Diocesan Priests

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

Upon successful completion of this module, the student must have a clear understanding of the distinction between the religious and diocesan spirituality, the charisms of the two and how to live each maximally.

Specific Outcomes:

- Define Religious Spirituality
- Define Diocesan Spirituality
- Clearly distinguish between Diocesan and Religious spiritualities
- Narrate the history of Consecrated Life
- List and explain the Religious charisma
- Discuss meaningfully about Religious Life and Evangelical Counsels
- Discuss meaningfully about Religious Life and Community Life
- Understand the Diocesan Spirituality and its relation to the bishop and other priests
- Understand Diocesan Spirituality and its relation to the community of believers
- Know the challenges incumbent in both the Religious and Diocesan Life in the 21sth century

PRESCRIBED TEXTBOOKS

- Kanu, I. A (Editor). 2015. Consecrated Life: The Past, the Present, the Future and the Constant Demand for Renewal. Bodija, Ibadan: St Paul Publication.
- Philpot, Tony. "The Spirituality of the Diocesan Priest." The Furrow, vol. 53, no. 7/8, 2002, pp. 398–404. JSTOR, www.jstor.org/stable/27664556. Accessed 12 Dec. 2020.

Recommended Source

Sperry, L. 2004. Sex, Priestly Ministry, and the Church. Collegeville: Liturgical Press.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
23)	DOCTRINE OF THE TRINITY	DT 3728	7	7

Rationale/Purpose: In the Triune God course, you will explore the main contours of the central and mysterious Christian doctrine of the Trinity. Examination of Christian faith in the triune God. Attention will be focused on the development of Catholic teaching on the Trinity and contemporary theological approaches. Discussion of proofs for the existence of God, knowledge of the divine, God in human language, expressing the Trinity in figures and art. To know God and to make Him known is our highest calling. By studying the historic, classic, and orthodox doctrine of the Holy Trinity, learners discover how and why the doctrine emerged in the fourth century, as well as the various and progressive ways this doctrine has been understood throughout history. The Triune God course secures knowledge of the Trinity in rightly ordered theological language. Material in this course is presented on the basis of the way the Trinity was revealed in Scripture.

Course Outline: The module on the Doctrine of the Trinity contributes to the programme's knowledge mix as it enables the students to grow in his ability to create communion and cohesion and therefore use the doctrine as a model for community building and enhancement of social cohesion and furthermore appreciate the importance of diversity in contributing to unity. The following topics will be covered:

- Definition of Terms, Trinity
- Trinity in Revelation
- Trinity in the OT and NT.
- Fathers of the Church in West.
- Fathers of the Church in the East.
- Early Heresies and Councils
- Trinity in the medieval Period
- Vatican II and Synods on the Trinity.
- Trinity and the Ecumenical Perspective.
- The Trinity and Science: Post-modernism.
- The Decline and Revival of Trinitarian Theology.

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Define trinity
- Articulate and explain the doctrine of the trinity
- Identify trinity in Revelation
- Distinguish trinity in OT and NT
- Identify fathers of the church in East and West
- Evaluate early heresies and councils
- Explain trinity in the medieval period
- Contrast Vatican II and Synods on the Trinity

Specific Outcomes:

- Define trinity
- Discuss trinity in Revelation
- Interpret trinity in the OT and NT.
- Analyse fathers of the Church in West
- Analyse fathers of the Church in the East
- Discuss early Heresies and Councils
- Discuss trinity in the medieval Period
- Compare and contrast Vatican II and Synods on the Trinity.
- Discuss trinity and the Ecumenical Perspective.
- Contrast Trinity and Science: Post-modernism.
- Discuss the Decline and Revival of Trinitarian Theology.
- Interpret, primary texts within the Christian theological tradition
- Analyse primary texts within the Christian theological tradition through a close (and sometimes guided) reading of texts and written assignments
- Appraise primary texts within the Christian theological tradition through a close (and sometimes guided) reading of texts and written assignments

PRESCRIBED TEXTBOOKS

- Sarah Coakley, God, Sexuality and the Self: An Essay on the Trinity (New York: Cambridge University Press, 2013).
- Gerald O'Collins, The Tripersonal God: Understanding and Interpreting the Trinity, 2nd ed. (New York: Paulist Press, 2014).
- Gilles Emery, The Trinity: An Introduction to the Catholic Doctrine on the Triune God, trans. Matthew Levering (DC: Catholic University of America Press, 2012).

Recommended Source

Ratzinger J. Introduction to Christianity.1990. Ignatius Press, San Francisco.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
24)	ECCLESIOLOGY & ECUMENISM	EE 4811	8	8

Rationale/Purpose: To give to the student a deeper insight into the mystery of the Church based on knowledge of indications from Revelation, and the teachings of the Magisterium, especially the Second Vatican Council.

Course Outline: After deepening their understanding of the life and Mission of the church, this will provide for a vision and context in which to situate future modules, especially those of a Pastoral Theological Nature.
The following topics will be covered:

- The Trinitarian origin of the Church
- The Mission of the Church as a continuation of Christ's Mission.
- The Church and the Kingdom.
- The Eucharist, synthesis of the Mission; salvation of men;
- Mission of the Church within the world.
- The Church as a mystery of communion.
- The stages of the Church.
- Catholicity and Apostolicity.
- Mary, mother and icon of the Church.
- Structure of the pilgrim Church
- The Ecclesiastical Hierarchy and its structure.
- Laity, Clergy, Religious.
- Indefectibility and infallibility of the Church.
- Ecumenism; Catholic principles of ecumenism and its development.
- Hierarchy of Truths

- The pilgrim Church as a sacrament of communion.
- Four Marks of the Church: Unity, Holiness,
- Unitatis Redintegratio and Orientalium Ecclesiarum
- Directories both universal and local.

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Narrate the main truths about the Church in her mystery of communion and universal sacrament of salvation.
- Identify the diverse features and ways of action of the Church's components: Laity, clergy, religious.
- Differentiate the reasons for the teaching "The Church of Christ subsists in the Catholic Church" within the ecumenical context.
- Move from a too human vision of the Church to a supernatural vision of the Church as the saving initiative of God, object of our faith, hope and love.

Specific Outcomes:

- Discuss the Trinitarian origin of the Church
- Analyse the Mission of the Church as a continuation of Christ's Mission.
- Discuss the Church and the Kingdom.
- Explain the Eucharist, synthesis of the Mission; salvation of men.
- Identify the Mission of the Church within the world.
- Discuss the Church as a mystery of communion.
- Identify the stages of the Church.
- Discuss the pilgrim Church as a sacrament of communion.
- Differentiate Four Marks of the Church: Unity, Holiness, Catholicity and Apostolicity.
- Discuss Mary, mother and icon of the Church.
- Outline the Structure of the pilgrim Church
- Narrate the Ecclesiastical Hierarchy and its structure.
- Contrast Laity, Clergy, Religious.
- Discuss Indefectibility and infallibility of the Church.
- Discuss Ecumenism; Catholic principles of ecumenism, and its development.

PRESCRIBED TEXTBOOKS

- Second Vatican Council. 1964. Pastoral Constitution on the Church in the Modern World, Gaudium et Spes.
- The Catechism of the Catholic Church. 1997. Second Edition. London: Geoffrey Chapman. CCC 748-945.

Recommended Sources

- Gaillardetz, R. 2008. Ecclesiology for a Global Church. New York: Maryknoll.
- Lohfink, G. 1998. Does God need the Church? Collegeville: Liturgical Press.
- McMahon, C. 2010. Called Together: An Introduction to Ecclesiology. Winona: Anselm Academic.
- Ratzinger, J. 1996. Called to Communion. Understanding the Church Today. San Francisco: Ignatius Press.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
25)	ECCLESIOLOGY & MARIOLOGY	EM 3722	7	7

Rationale/Purpose: To give students a deeper insight into the mystery of the Church based on the knowledge of indications from Revelation, and the teachings of the Magisterium, especially the Second Vatican Council.

Course Outline: After their understanding of the life and mission of the Church, this will provide for a vision and context in which to situate future modules, especially those of a Pastoral Theology nature. The following topics will be covered:

- The Trinitarian origin of the Church
- The mission of the Church as a continuation of Christ's Mission
- The Church and the Kingdom
- The Mission of the Church in the world
- The Church as a mystery of communion
- Mary, Mother and icon of the Church

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Demonstrate sound knowledge about Mary in the scripture OT and NT
- Present Mary in the official Magisterium of the Church
- Define Mary in the Magisterium of the Popes
- Distinguish Mary in the Fathers of the Church
- Present Mary in the Contemporary theology
- Present Mary in the Liturgy of the Church and in the Popular Piety

Specific Outcomes:

- Identify the role of Mary in the scripture OT and NT
- Understand the role of Mary in relation to Christ her Son and the Church.
- Explain the Marian Dogmas and some other beliefs of the Church
- Discus the role of Mary salvation
- Describe the Veneration of Our Lady (Mary)
- Explain that Mary is not the course of disunity between Catholics and non-Catholics
- Discuss Mary in the official Magisterium of the Church
- Discuss Mary in the Magisterium of the Popes
- Discuss Mary in the Fathers of the Church
- Discuss Mary in the Contemporary theology
- Discuss Mary in the Liturgy of the Church and in the Popular Piety

PRESCRIBED TEXTBOOK

McMahon, C. 2010. Called together: An introduction to Ecclesiology. Winona: Anselm Academic

Recommended Text Books

- Farkasfalvy, D. 2014. The Marian Mystery. St Pauls Society, New York.
- Bouyer, Louis. 1982. The Church of God. Ignatius Press, San Francisco.
- Flannery, A. 1975. Vatican Council II, Vol. I, (The Conciliar and Post Conciliar Documents). Costello Publishing Company, New York.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
26)	ESCHATOLOGY	ESC 4821	8	8

Rationale/Purpose: To familiarize students with traditional and new approaches to the doctrine of the life after death and the purpose of human life and its destiny.

Course Outline: This is a course in systematic theology—concerned with the answer to a series of inter-related questions: What does the entire Bible teach on a specific issue? How have theologians of the past and present formulated this issue? Answers to these questions are often expressed confessionally, and many branches of the church require of their ordained clergy (teaching elders) a commitment to these doctrines in a more or less strict sense. Students ought to be able to handle themselves well in the modern debate over controversial issues.

The following topics will be covered:

- Human life
- Faith and life after death
- The dynamic of hope
- The object of Christian hope
- The stimulus of hope in the world
- Honing and purifying Christian hope
- The power and light of hope

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Define human life
- Explain relationship between faith and life after death
- Illustrate the dynamism of hope
- Evaluate the object of Christian hope
- Identify the stimulus of hope in the world
- Evaluate honing and purifying Christian hope
- Contrast power and light of hope

Specific Outcomes:

- Explain human life
- Define human life in Christian terms and its purpose and destiny
- Evaluate faith and connect to life after death
- Discuss Christian hope
- Discuss the stimulus of hope in the world

PRESCRIBED TEXTBOOK

O'Callaghan, Paul. Christ Our Hope. 2011. The Catholic University of America Press. Pozo, Candido. Theology of the Beyond. 2009. St Paul/Alba House. 5th Edition

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
27)	EXORCISM, DELIVERANCE & INDIGENOUS RELIGION **[Elective]**	EDIR 4805	5	8

Rationale of Module: The purpose of this module is twofold. Firstly, it seeks to expose students to the reality of the evil and demonic spiritual world like witchcraft, Satanism and all forms of demonic attacks and possession, and to equip them with necessary pastoral and ministerial skills to deal with it according to the mind of the Church. This includes a thorough understanding of the Ritual of Exorcism, the canonical requirements for exorcists, the role of the Bishop and the Church in the Exorcism Ministry, signs of possession, distinction between Major/Minor Exorcism and Deliverance, and all-important factors associated with this exorcism.

Secondly, it aims to expose students to, and equip them with necessary pastoral and ministerial skills to respond to, all matters pertaining to the indigenous ancestral religion and belief system, blood sacrifices, traditional healing, initiation into traditional healing (ukuthwasa; go thwasa; ku thwasa), and matters to do with natural spiritual gifts like dreams, prophecy and clairvoyance. The ultimate aim of this second purpose is the development of an indigenous and well-inculturated contextual pastoral theology that will respond to the spiritual needs of the indigenous people and gradually efface the present sad reality of spiritual dichotomy.

Course Outline - Some of the themes to be dealt with in this module are:

- The origin of evil: Scriptural basis
- Nature of Satan and demons
- The mission and ministry of the Lord Jesus
- The Church and the Ministry of Exorcism: Historical Development and Disappearance
- Witchcraft: Signs and Symbols
- Satanism: Signs and Symbols
- The Rite of Exorcism: Major/Minor Exorcism & Deliverance
- Catholicism and Ancestral Belief: Reconcilable?
- Sacrificing to the ancestors (go hlaba), praying to the ancestors (ukuphahla), consulting the ancestors (ku hlahluba), self-protection and Catholicism
- Spiritual Gifts: Dreams, prophecy and clairvoyance.

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Have a clear knowledge and understanding of the satanic and demonic world, its origin according to scripture, and its effect and manifestation on the life of the people.
- Be able to discern signs and symbols that points to activities of witchcraft, Satanism and other evil forces.
- Be equipped with ministerial and pastoral skills on how to respond to challenges related to evil and demonic attacks.
- Be able to perform the Ritual of Exorcism or Deliverance.
- Be confident in dealing with all matters related to the demonic world without fear or feeling of inferiority.

Specific Outcomes:

- Know and distinguish between Satan, demons and angels.
- Distinguish between Satanism and witchcraft.
- Define and distinguish between exorcism and deliverance.
- Know all the conditions for becoming an exorcist.
- Know how to help all those assailed by demonic and satanic forces
- Define ancestors (amadlozi, badimo, swikwembu).
- Compare and contrast between Holy Mass and slaughtering to the ancestors and whether the two are reconcilable or not.

- Identify and distinguish between an exorcism and non-exorcism case.
- Successfully identify signs and symbols of evil/demonic activities.
- Know how to respond pastorally to people who experience the call of the ancestors.
- Be conversant on all matters pertaining to spiritual gifts like dreams, prophecy and clairvoyance.

PRESCRIBED TEXTBOOKS

- Amorth, G. 1999. An Exorcist Tells His Story. San Francisco: Ignatius Press.
- Macnutt, F.1995. Deliverance from Evil Spirits. A Practical Manual. Grand Rapis: Chosen Books.
- Ritual Romanum. 2005. De Exorcismis et Supplicationibus Quisbusdam. Editio Typica. Citta del Varicano: Libreria Editrice Vaticana.
- Roman Ritual. 2004. Exorcism and Related Supplications. Nairobi: Paulines Publications Africa.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
28)	FUNDAMENTAL MORAL THEOLOGY I	FMT 1514	7	5

Rationale/Purpose: This first part of a full year course introduces students to the study of Moral Theology which is about faith seeking understanding about behaviour which is consistent with our Christian faith / identity. The aim here is to become familiar with the general moral principles or, broadly speaking, the OBJECTIVE Moral Order.

Course Outline: Having grasped the fundamental principles of Moral Theology, the student will be in a position to proceed to the second module which together will equip the student with the necessary skills and principles to pursue further modules of specialised Moral Theology. The following topics will be covered:

- Nature of Moral Theology
- Moral Theology and philosophical ethics.
- Historical Development of Moral Theology.
- Christian Moral Life.
- Sources of Moral Theology / Moral Law
- Sources: Sacred Scripture, Tradition, Church Teaching, Eternal and Natural Law, Positive Law.
- Values and Moral Norms.
- Theology of Christian Living

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Define Moral Theology
- Contrast and differentiate Moral Theology from philosophical ethics.
- Review the Historical Development of Moral Theology, with a special focus on its Renewal in the light of Vatican II.
- Defend Christian Moral Life, its source in God and Jesus Christ at its centre.
- Critique the various sources of Moral Theology / Moral Law
- Differentiate sources: Sacred Scripture, Tradition, Church Teaching, Eternal and Natural Law, Positive Law.
- Analyse values and Moral Norms.
- Describe "Theology of Christian Living"

Specific Outcomes:

- Discuss the nature of Moral Theology
- Compare and contrast moral theology and philosophical ethics.
- Analyse historical development of Moral Theology.
- Discuss Christian Moral Life.
- Identify sources of Moral Theology / Moral Law
- Analyse Sources: Sacred Scripture, Tradition, Church Teaching, Eternal and Natural Law, Positive Law.
- Differentiate values and Moral Norms.
- Distinguish Theology of Christian Living

PRESCRIBED TEXTBOOKS

- Peschke, C.H. 2004. Christian Ethics: Moral Theology in the light of Vatican II, Vol I. Newly Revised Edition. Bangalore: Theological Publications.
- John Paul II. 1993. Encyclical letter Veritatis Splendor. Città del Vaticano: Libreria Editrice Vaticano.
- The Catechism of the Catholic Church. Promulgated by Pope John Paul II on 8 September 1997. Second Edition. London: Geoffrey Chapman.

Recommended Sources

- Bohr, D. 2006. Catholic Moral Tradition. Oregan: Wipf and Stock.
- Bretzke, J.T. 2004. A Morally Complex World. Engaging Contemporary Moral Theology. Collegeville: Liturgical Press.
- Gratsch, E.J. et al. (eds). 1981. Principles of Catholic Theology. Synthesis of Dogma and Morals, New York: Alba House.
- Lucie-Smith, A. 2006. Foundations of Moral Theology. Nairobi: Paulines.
- Mahoney, J. 1987. The Making of Moral Theology. Oxford: Clarendon Press.
- O'Neil, K. and Black, P. 2006. The Essential Moral Handbook. Missouri: Liguori

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
29)	FUNDAMENTAL MORAL THEOLOGY II	FMT 1524	7	5

Rationale/Purpose: This second part of Fundamental Moral Theology examines the human response to God, seeking to know what kind of persons we ought to become, and how we should act, in virtue of our call to be followers of Christ. The focus here will be more on the **subject** of the moral life – the human person.

Course Outline: Having grasped the general principles of Moral Theology, the student will be equipped to continue with the Modules of "specialised Moral Theology" which seek to situate and apply these fundamental principles in living out our Christian vocations within the specific situations of life confronted within the areas of medical ethics, social ethics and sexual ethics. The following topics will be covered:

- Introductory to ethical systems
- Outline of the Christian Anthropology of Man
- The nature of the Human Person and Human Freedom
- The content of the Human Moral Act
  The determinants of the Morality of Human Acts and their Effects
- Moral Principles for Conflict Situations
- Conscience: Phenomenology, Formation, and Relationship to the Magisterium
- Sin: its Nature and Effect on the Moral Life
- Discipleship and Moral Discernment

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Define ethical systems
- Apply general principles of Moral Theology to make decisions in complex human situations
- Define human freedom
- Reflect on moral principles for conflict situations
- Apply Moral Theories to the areas of Medical, Social and Sexual ethics.
- Practise discipleship and moral discernment
- Describe sin, its nature and effect on moral life

Specific Outcomes:

- Describe ethical systems
- Outline of the Christian Anthropology of Man
- Discuss the nature of the Human Person and Human Freedom
- Discuss the content of the Human Moral Act
- Identify the determinants of the Morality of Human Acts and their Effects
- Discuss moral principles for Conflict Situations
- Discuss meaning of Conscience: Phenomenology, Formation, and Relationship to the Magisterium.
- Analyse sin: its Nature and Effect on the Moral Life
- Discuss discipleship and Moral Discernment

PRESCRIBED TEXTBOOKS

- Peschke, C.H. 2004. Christian Ethics: Moral Theology in the light of Vatican II, Vol I. Newly Revised Edition. Bangalore: Theological Publications.
- John Paul II. 1993. Encyclical letter Veritatis Splendor. Città del Vaticano: Libreria Editrice Vaticano.
- The Catechism of the Catholic Church. Promulgated by Pope John Paul II on 8 September 1997. Second Edition. London: Geoffrey Chapman.

Recommended Sources

- Bohr, D. 2006. Catholic Moral Tradition. Oregan: Wipf and Stock.
- Bretzke, J.T. 2004. A Morally Complex World. Engaging Contemporary Moral Theology. Collegeville: Liturgical Press.
- Gratsch, E.J. et al. (eds). 1981. Principles of Catholic Theology. Synthesis of Dogma and Morals, New York: Alba House.
- Lucie-Smith, A. 2006. Foundations of Moral Theology. Nairobi: Paulines.
- Mahoney, J. 1987. The Making of Moral Theology. Oxford: Clarendon Press.
- O'Neil, K. and Black, P. 2006. The Essential Moral Handbook. Missouri: Liguori.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
30)	FUNDAMENTAL PASTORAL THEOLOGY I	FPT 2625	7	6

Rationale/Purpose: Pastoral theology examines the relationship between the doctrine of the Church and its practice, especially in the context of the local Church and parish. The course looks at pastoral theology and praxis as it developed from Vatican II, with a special focus on the role of pastoral ministers in pastoral care. The documents of Vatican II, Papal Encyclicals, and contemporary writings form the foundation of the course.

Course Outline: This course will introduce the work of pastoral ministry by looking at its biblical foundations, theological concerns and practical responsibilities. Students will also interact with classic literature in the field of pastoral ministry. The following topics will be covered:

- Analysis and definition of fundamental pastoral theology by different writers, the subject matter of pastoral theology, the perspective of reflection and finality of pastoral theology.
- Challenges, difficulties and expectations of Morden man and the necessity of pastoral theology.
- The historical development of pastoral theology from early Christian community until Second Vatican Council II.
- The Methodology of pastoral theology and its application in the pastoral plan of the Southern African Catholic Bishop's Conference.

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Know the nature, historical development of pastoral theology and its methodology.
- Know and understand the stewardship that they will resemble Christ the Chief Shepherd in the Pastoral assignments
- Practise being good shepherds of the flock the Church will place under their care.

Specific Outcomes:

- The course participant demonstrates a basic understanding of Pastoral theology as a concept, and its various facets.
- Shows an understanding of Christ's role as the Great Shepherd and comprehends the spiritual image and meaning of shepherd and flock.
- Understands the various roles and relationships involved in pastoral theology, as well as understands the unique role of the bishops in pastoral care.
- Demonstrates a clear knowledge of the theological criteria for and the various modalities and methodologies of pastoral care.

- Demonstrates an ability of the deacon to constructively contribute to the pastoral care of the flock in obedience to his bishop, in assistance to the priest/pastor, and in collaboration with the lay faithful.
- Demonstrates an understanding of the ethical responsibilities involved in pastoral care.
- Understands the spirituality of pastoral ministry and in pastoral care.

PRESCRIBED TEXTBOOKS

- Gula, R. 2014. Ethics in Pastoral Ministry. New York: Paulist Press.
- Browning, D. S. 1991. A Fundamental Practical Theology: Descriptive and Strategic Proposals. Minneapolis: Fortress.

Recommended Reading

- Pattison S., Keeping Faith in Practice: Aspects of Catholic Pastoral Theology, London, SCM Press, 2010
- Oden T.C., Pastoral Theology: Essential Ministry, New York: Harper One, 1983.
- John Paul II. 1992. Pastores Dabo Vobis. Boston: Paul Book and Media.
- Osmer, R. R. 2008. Practical Theology: An Introduction. Grand Rapis: Eerdsmans.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
31)	FUNDAMENTAL PASTORAL THEOLOGY II	FPT 3712	5	7

Rationale/Purpose: This module builds on Fundamental Pastoral Theology I which particularly focused on the relationship between the doctrine of the Church and its practice, especially in the context of the local Church and parish. It also looked at pastoral theology and praxis as it developed from Vatican II, with a special focus on the role of pastoral ministers in pastoral care. The documents of Vatican II, Papal Encyclicals, and contemporary writings were dealt with. This module is an extension of the previous one, aimed at helping students develop appropriate pastoral attitudes, values, as well as practical skills to explore, discover and understand social and ecclesial issues leading to practical actions for human and Church development. The ultimate goal is to train competent pastors of souls and Christian leaders (lay, religious and ordained).

Course Outline:

- Pastoral Theology and other Disciplines (theological and non-theological)
- Models of Ministry
- Ministerial Priesthood and Co-responsibility / collaborative ministry
- Qualities, roles and functions of pastor/priest/Christian leader
- Qualities for successful pastoral ministry
- Modern pastoral challenges in the 21st-century African context
- Pastoral care for different groups and situations

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Have pastoral skills to respond to different pastoral situations the Church community finds itself.
- Know and understand the qualifications for pastoral ministry.
- Know and understand the scope and nature of pastoral ministry.
- Know and understand the call and the role of the pastor

PRESCRIBED TEXTBOOKS

- Gula, R. 2014. Ethics in Pastoral Ministry. New York: Paulist Press.
- Browning, D. S. 1991. A Fundamental Practical Theology: Descriptive and Strategic Proposals. Minneapolis: Fortress.

Recommended Reading

- Pattison S., Keeping Faith in Practice: Aspects of Catholic Pastoral Theology, London, SCM Press, 2010
- Oden T.C., Pastoral Theology: Essential Ministry, New York: Harper One, 1983.
- John Paul II. 1992. Pastores Dabo Vobis. Boston: Paul Book and Media.
- Osmer, R. R. 2008. Practical Theology: An Introduction. Grand Rapis: Eerdsmans.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
32)	FUNDAMENTAL THEOLOGY I (Introduction to Theology & Doctrine of Revelation)	FT 1515	7	5

Rationale /Purpose: To make students understand that according to the Catholic faith there are two sources of Revelation: The Scripture and Tradition. Some divine truths are found in Sacred Scripture while others are found in the Tradition. In short, we could say the objective of this module is to bring the student to an understanding that Sacred Scripture and Tradition are two modes of transmitting the same deposit of faith. One is not complete without the other. The module aims to introduce the first-year theology students into the fundamentals of the Christian faith. The course will try to focus also on the major concepts of Christian Theology and interrelationships with philosophical and other theological disciplines.

Course Outline:

- Introduction to Theology, Object and reason and faith, Method of doing Theology, The concern of Theology, Theology, Faith and Magisterium historical development of Theology.
- Belief in the world of Today, The Ecclesiastical form of faith and Biblical understanding of faith, The relationship between Scripture and Tradition, Christ, fullness of Revelation of God & Revelation and the Church.

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Define belief in the world of today
- Explain Ecclesiastical form of faith
- Describe Biblical understanding of faith
- Revelation and the Church
- Identify the relationship between Scripture and Tradition
- Present revelation as Doctrine & Revelation as History

- Summarise Faith from Vatican I to Vatican II
- Explain Revelation in the Old Testament
- Contrast Christ, Fullness of Revelation of God & Revelation of God & Revelation and the Church
- Distinguish revelation as Inner experience
- Distinguish revelation as Dialectical presence
- Identify revelation as New awareness

Specific Outcomes:

- Discuss belief in the world of today
- Describe the Ecclesiastical form of faith
- Challenge Biblical understanding of faith
- Compare and contrast Faith from Vatican I to Vatican II
- Revelation in the Old Testament
- Compare and contrast Christ, Fullness of Revelation of God & Revelation and the Church
- Discuss the relationship between Scripture and Tradition
- Discuss revelation as Doctrine & Revelation as History
- Discuss revelation as Inner experience
- Discuss revelation as Dialectical presence
- Discuss revelation as New awareness

PRESCRIBED TEXTBOOKS

- Ocariz Fernando & Blanco Arturo, 2009, Fundamental Theology, Midwest Theological Forum, IIIinois.
- Bevans, B.S. 2012. Introduction to Theology in global Perspective: Maryknoll, New York

Recommended Textbooks

- Ratzinger, J. 1989, Principles of Catholic Theology, Ignatius Press, San Fancisco.
- Dulles, A. 1992. Models of Revelation, Maryknoll, New York

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
33)	FUNDAMENTAL THEOLOGY II (God / Creation & Christian Anthropology)	FT 1525	7	5

Rationale/Purpose: The purpose of the course is to provoke students preparing for priestly ministry in the Catholic Church in the 21st century to reflect on issues concerning the nature of God, the reality of Creation, and on various soteriological metaphors that have been used in the history of theology.

Course Outline: Having grasped the fundamental principles of God and Creation, the student will possess the necessary skills and principles to pursue further modules of Theology offered, especially Theological Anthropology. In other words, this course will help to situate other Studies, as well as the place of human beings within the context of Creation. The following topics will be covered:

- Doctrine of God: Scriptural Sources.
- Unity, Eternity, Omnipotence, Omniscience, Omnipresence.
- Creation and Ecology.
- Doctrine of Salvation.
- Soteriological Metaphors.
- Salvation, Justification, Redemption, Liberation, Reconciliation, Forgiveness, Sanctification, Rebirth.
- The Centrality of Christ in Salvation History.
- The Salvation of non-believers.

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Review the Doctrine of God: Scriptural Sources.
- Identify Unity, Eternity, Omnipotence, Omniscience, Omnipresence.
- Illustrate creation and ecology.
- Investigate the Doctrine of Salvation.
- Analyse the Soteriological Metaphors.
- Define Salvation, Justification, Redemption, Liberation, Reconciliation, Forgiveness, Sanctification, Rebirth.
- Evaluate the Centrality of Christ in Salvation History.
- Review the Salvation of non-believers.

Specific Outcomes:

- Discuss the doctrine of God
- Discuss Unity, Eternity, Omnipotence, Omniscience, Omnipresence.
- Distinguish creation and Ecology.
- Discuss the Doctrine of Salvation.
- Explain soteriological Metaphors.
- Discuss Salvation, Justification, Redemption, Liberation, Reconciliation, Forgiveness, Sanctification, Rebirth.
- Explain the centrality of Christ in Salvation History.
- Discuss the Salvation of non-believers.

PRESCRIBED TEXTBOOKS

Haffner, P. 2010. Mystery of Creation. Revised Edition. Herefordshire: Gracewing.
The Catechism of the Catholic Church. Second Edition. London: Geoffrey Chapman, CCC 279 - 324.

Recommended Sources

- Francis. 2015. Encyclical letter Laudato si' – On Care for our Common Home. Città del Vaticano: Libreria Editrice Vaticano.
- Kuttianimattathil, J. 2009. Theological anthropology: A Christian vision of human beings. Bangalore: The Theological Publications in India.
- International Theological Commission, Communion and Stewardship: Human Persons Created in the Image of God, 2004 accessed at http://www.vatican.va/roman_curia/congregations/cfaith/cti_documents/rc_con_cfaith_doc_20040723_communion-stewardship_en.html.
- Neuner J. & Dupuis J. 2001. The Christian Faith. New York: St. Paul's/Alba House.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
34)	HISTORICAL BOOKS (Joshua - 2 Kings) **[Elective]**	HB 1502	5	5

Rationale/Purpose: The course is designed to introduce students to the Historical Books as containing foundational events in Israel history as a nation. It aims to enable students to access the major events of Ancient Israel, and their theological interpretation, which the Deuteronomist History has made in the light of the Mosaic Covenant.

Course Outline: The theological intent of the Deuteronomist History (Joshua-Kings). Selected passages to introduce major themes: covenant, kingship and responsible leadership. The following topics will be covered:

- Joshua
- Judges
- Ruth
- 1 Samuel
- 2 Samuel
- 1 Kings
- 2 Kings

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Explain the history of Israel.
- Explain the period of conquest of Canaan.
- Identify the period of the judges and the beginning of the monarchy.
- Summarise the events in the history of Israel.
- Explain the first period of the monarchy (Solomon's great discourse in 1 Kings 8-14).
- Explain the history of the kingdoms divided up to the fall of Samaria (reflection in 2 Kings 17:7-23).

Specific Outcomes:

- Discuss the book of Joshua
- Discuss the book of Judges
- Discuss the book of Ruth
- Discuss the book of 1 Samuel
- Discuss the book of 2 Samuel
- Discuss the book of 1 Kings
- Discuss the book of 2 Kings

PRESCRIBED TEXTBOOK

Anderson, B.W. 1988. The Living World of the Old Testament. London: Longman & Todd.

Recommended reading

Boadt, L. 1984. Reading the Old Testament: An Introduction. New York. Paulist Press.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
35)	HOMILETICS I	HOM 2616	6	6

Rationale/Purpose: The purpose of the Homiletics module is to equip students with the theological understanding of preaching. It is also to intensify what was learnt in Homiletics I in a more practical way. It is to enable students to preach and train them on how to choose appropriate readings for liturgical occasions. Students should learn how to properly project a voice and how to use the microphone. Students will realise that preaching is actually the work of the Holy Trinity: The Father, and the Son and the Holy Spirit speaking, firstly, to the preacher and then to the people, in the person of a minister

Course Outline: The Homiletics module contributes to the programme's knowledge mix in all modules as it enables better writing, reading, speaking and overall communication. Students benefit from the skills gained in this module in their academic and personal lives through improved communication abilities. The following topics will be covered:

- Introduction to Homiletics
- The need for more doctrine in preaching
- The Homilist interprets Scripture
- Evangelising through Homilies
- The Homily is a Liturgical Act
- The Eucharist and the Word of God
- The Assembly
- Understanding the Assembly
- The Dignity of the Assembly
- The place of a Homily
- The Pastoral Role of a Preacher in communicating the Word of God
- The three-fold task of a preacher
- Preaching to different spiritual groups with different charisms

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Define Homiletics
- Identify the documents of the Church on the art of preaching
- Outline the liturgy and the role of a homilist
- Interpret the scripture in the context of the Catholic Church
- Summarise what is Prayer in the life of a homilist.

Specific Outcomes:

- Define Homiletics
- Analyse the need for more doctrine in preaching
- Evaluate Homilist interpretation of Scripture
- Distinguish Evangelism through Homilies
- 5Defend Homily as a Liturgical Act
- Discuss the Eucharist and the Word of God
- Discuss the Assembly
- Discuss dignity of the Assembly
- Analyse the place of a Homily
- Describe the Pastoral Role of a Preacher in communicating the Word of God
- Discuss the three-fold task of a preacher
- Discuss preaching to different spiritual groups with different charisms
- Describe how you prepare for preaching

PRESCRIBED TEXTBOOK

Prescribed book: Homiletic Directory released in 2015 by the Congregation for Divine Worship and the Discipline of Sacraments

Recommended Sources

- Catechism of the Catholic Church
- Congregation of the Clergy. Directory for the Ministry and Life of Priests
- General Instruction of the Roma Missal

- Second Vatican Council, Dogmatic Constitution on Divine Revelation Dei Verbum
- Post-Synodal Apostolic Exhortation Verbum Domini of the Holy Father Benedict XVI
- Ordo Lectionum Missae, Praenotanda (Introduction of the Lectionary)
- Apostolic Exhortation of Pope Francis Evangelii Gaudium
- The New Jerusalem Bible
- St Jerome Commentary
- The Catholic Daily Missal

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
36)	HOMILETICS II	HOM 2626	6	6

Rationale/Purpose: The purpose of the Homiletics module is to equip students with the theological understanding of preaching. It is also to intensify what was learnt in Homiletics I in a more practical way. It is to enable students to preach and train them on how to choose appropriate readings for liturgical occasions. Students should learn how to properly project a voice and how to use the microphone. Students will realise that preaching is actually the work of the Holy Trinity: The Father, and the Son and the Holy Spirit speaking, firstly, to the preacher and then to the people, in the person of a minister.

Course Outline: This module prepares students for Liturgical Celebration, especially the preaching ministry. This is something that they will be doing for the rest of their lives as priests. Students will get the chance to read the Church's documents and be exposed to the teachings of the Church. Students will gain confidence to speak publicly while applying what they have learnt in other courses. The following topics will be covered:

- The Preachers World View
- Preparing a Homily
- Preaching
- Radio/TV Sermons
- Preaching is not a Performance. It is prayer (Liturgical Act).

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Define Homiletics
- Identify the documents of the Church on the art of preaching
- Prepare a Homily
- Prepare and conduct preaching
- Perform radio/TV sermons

Specific Outcomes:

- The Preachers World View
- Honesty (knowing and not knowing)
- Listening and Reflection
- Reflection through images
- The experience of a Preacher
- The mindset of a preacher
- Preparing a Homily
- Searching Sources
- Reflection
- Writing a draft
- Developing a homily
- Preaching:
- Theme
- Engaging the audience
- Highlighting and analysing
- Experiencing the Gospel
- A call to mission and
- Disposing people for Eucharist
- Radio/TV Sermons
- Preaching is not a Performance. It is prayer (Liturgical Act).

PRESCRIBED TEXTBOOKS

- Catechism of the Catholic Church
- Congregation of the Clergy. Directory for the Ministry and Life of Priest
- General Instruction of the Roma Missal
- Homiletic Directory released in 2015 by the Congregation for Divine Worship and the Discipline of Sacraments
- Second Vatican Council, Dogmatic Constitution on Divine Revelation Dei Verbum
- Post-Synodal Apostolic Exhortation Verbum Domini of the Holy Father Benedict Xvi
- Ordo Lectionum Missae, Praenotanda (Introduction of the Lectionary)
- Apostolic Exhortation of Pope Francis Evangelii Gaudium (Especially chapter III)
- The New Jerusalem Bible
- St Jerome Commentary
- The Daily Missal

Recommended Sources

- Cameron, P.J. 2009. Why Preach: Encountering Christ in God's Word. United States of America: Ignatius Press.
- Fulfilled in your Hearing: The Homily in the Sunday Assembly. 1982. The Bishop's Committee on Priestly Life and Ministry National Conference of Catholic Bishops. Washington: USCC
- Hook, D. 1991. Effective Preaching: How to Prepare Good Homilies Today. Australia: Cataloguing-in-Publication data.
- Koller, C. 2007. How to Preach without Notes. Michigan: Baker Books.
- Ossei-Bonsu, J. 2017. Understanding the Mass: Historical, Biblical, Theological, and Liturgical Perspectives. Mahwah: Paulist Press.
- Untener, K. Preaching Better: Practical Suggestions for Homilies. 1999. Mahwah: Paulist Press.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
37)	INCULTURATION: Theological Foundations & Practical Implementation **[Elective]**	INC 2604	5	6

Rationale/Purpose: The purpose of the course is to explore the theological meanings of the concept of inculturation as it has been used in Roman Catholic thought in recent decades. It will open the students to the global understanding of inculturation in theology, worship and other areas of faith development.

Course Outline: The theme of engagement with the world, and with it, inculturation, would be key elements not only of the Council document Gaudium et Spes (Pastoral Constitution of the Church in the Modern World), but also of Lumen Gentium (Dogmatic Constitution on the Church) and Ad Gentes (Decree on the Missionary Activity of the

Church). Lumen Gentium emphasized the positive relationship between the Gospel and "whatever good lies latent in the religious practices and cultures of diverse people. Theologically, the whole relationship between theology and culture is a necessity because of the Incarnation of Jesus Christ. Therefore, a course in inculturation examines the concept of culture, its relationship to the gospel and Christian practice. It explores the various models of Inculturation in theology. The following topics will be covered:

- Definition of concepts
- Inculturation in Africa
- Inculturation in the Church
- Vatican II and the Synods on Inculturation in the Church
- Inculturation of the liturgy in the early Church
- Vatican II and Inculturation in Worship
- The models of Inculturation
- The principles of inculturation

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Define Inculturation
- Explain theological foundations.
- Apply theological foundations to life
- Obtain a better understanding of Inculturation in Africa
- Obtain knowledge about Inculturation in the Church
- Understand Vatican II and the Synods on Inculturation in the Church
- Understand Inculturation of the liturgy in the early Church
- Understand Vatican II and Inculturation in Worship
- Distinguish the models of Inculturation
- Distinguish the principles of Inculturation

Specific Outcomes:

- Discuss Inculturation
- Discuss theological foundations
- Differentiate between inculturation in Africa and inculturation in the church
- Apply the principles of inculturation
- Apply the models of inculturation
- Discuss Vatican II and the Synods on Inculturation in the Church
- Discuss Vatican II and Inculturation in Worship

PRESCRIBED TEXTBOOKS

Laurenti Magesa, The anatomy of Inculturation, Transforming the Church in Africa, New York 2004

Recommended Reading

- Bate, SC. 1991. Evangelisation in the South African context. Rome: Pontifical Gregorian University.
- Bate, S C. 1998. Inculturation in South Africa. Grace & Truth a journal of catholic reflection.
- Steven. Bevans, Models of Contextual Theology (Maryknoll 1992).

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
38)	INTRODUCTION TO SACRED SCRIPTURE	ISS 1517	6	5

Rationale/Purpose: This module introduces the student to a broad overview of both the Old and the New Testament, as well as their place in the Church. The OT overview will include the socio-political, historical and religious background of the Ancient Near East and its importance in understanding the Old Testament (OT). Also, to be discussed is the major division and purpose of the OT books, the Documentary Hypothesis and the literary genre of different OT writings. The OT books discussed will include Deuterocanonical Books.

The focus of the New Testament (NT) is three-fold: (i) to expose students to the socio-political, historical and religious world of the NT, (ii) to present chosen NT writings, looking at their individual historical background, purpose of authorship and message, and (iii) to help students to understand the NT as a unit, while being able to distinguish between various NT writings.

Course Outline: The module will be helpful background for the student subsequent in-depth exegetical study of individual bible books, as well as theological studies. The following topics will be covered:

- Introduction to the Bible
- The place and role of the bible in the Church
- The map of ancient Palestine
- Overview history of the ANE
- Division of the OT
- The books of the OT
- Documentary Hypothesis
- Theories on the origin of Israel
- The socio-political, cultural and religious background to the New Testament times
- The Synoptic Gospels
- The Pauline Letters
- The Johannine Letters
- The Catholic Epistles
- The Book of Revelation
- The Theology of the New Testament
- The General Message of Pauline Letters

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Explain what the bible is, and know its place in the Church
- Distinguish the bible from any other book
- Define what the New Testament is in relation to the Old Testament, and vice versa
- Explain the origin, the context and the goal of chosen books in the bible
- Distinguish each of the books with respect to their content and orientation
- Have a broad idea of the chosen books of the bible

Specific Outcomes:

- Define the Bible and why study it
- Identify the place and role of the bible in the Church
- Have a broad overview of the socio-political, cultural and religious background to the New Testament times
- Memorise the division and books of the OT
- Memorise the division and books of the NT

- Know the meaning of inspiration and its role in the authorship of the bible
- Distinguish between Apocrypha, Deuterocanonicals and the Canon of the Scripture
- Identify different territories in the maps of Ancient Near East and Palestine
- Know the overview history of the Ancient Near East
- List Synoptic Gospels and explain the synoptic problem.
- List the NT letters and their authors
- Distinguish between Pauline Corpus, genuine letter of St Paul, Catholic Epistles, Johannine Letters, Pastoral Epistles and Apocalyptic writings

PRESCRIBED TEXTBOOKS

- Béchard, D. P (ed.), The Scripture Documents. An Anthology of Official Catholic Teachings. (Collegeville, MI 2001).
- Brown, R. E. – Fitzmyer, J. A. – Murphy, R. E., The Jerome Biblical Commentary (Upper Saddle River, NJ 2003).
- New American Standard Bible
- Powel, M. A., Introduction to the New Testament. A Historical, Literary and Theological Survey (Grand Rapids, MI 2009).
- Van Den Heever, G. – Scheffler, E., From Jesus Christ to Christianity. Early Christian Literature in Context (Pretoria 2001).

Recommended Reading

JOHNSON, L. T., Among the Gentiles. Greco-Roman Religion and Christianity (New Haven – London 2009).

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
39)	JOHANNINE WRITINGS	JW 4812	8	8

Rationale/Purpose: To expose students to the exegesis and the Theology of the Gospel and the three Epistles of John. It further seeks to give the student a professional knowledge of the Gospel, in view to a professional preaching ministry, as well as a laying a scholarly foundation for further studies in the New Testament.

Course Outline: Johannine Literature contributes to the programme's' knowledge mix in all modules as it enables the student to appreciate the contribution of this study to Christology and Mariology, Baptism and the Eucharist as well as Holy Orders. The following topics will be covered:

- Authorship, date of composition, provenance, audience and the purpose of authorship.
- The structure of the Gospel
- The identity of the "beloved disciple"
- Similarities and Differences between John and the Synoptic Gospels
- The Theology of John's Gospel
- The Christology of John's Gospel
- John and the Realised Theology
- The Nature and Development of the Johannine community
- Introduction to the authorship, purpose and message of the three Johannine epistles.
- Relation of the three Johannine epistles to the Gospel of John

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Present an overview of the Gospel of John, and the three Johannine epistles
- Analyse selected passages using narrative analysis
- Locate passages in John's context.
- Present the Theology and Christology of John
- Recognise the similarities and differences of the Gospel of John with the Synoptic Gospels

Specific Outcomes:

- Present an overview of the Gospel of John:
- Analyse the Overall Structure of the Gospel of John
- Identify the Profile of the Johannine Community
- Critic the prologue (John 1:1-18)
- Analyse witness of John and the calling of the first disciples (John 1: 19-51)
- Discuss the Wedding at Cana (John 2:1-12)
- Discuss Jesus' first journey to Jerusalem (John 2:13-22)
- Reflect on the encounter with Nicodemus (John 2:23-3:21)
- Discuss Jesus in Samaria (John 4:1-42)
- Discuss the "I am" statements and the exaltation of the Son of Man
- Interpret Jesus as the Living Bread (John 6)
- Discuss Johannine symbolism of Light and Darkness (John 8-9)
- Analyse the Healing of the Man born blind (John 9)
- Discuss the raising of Lazarus (John 11:1-54)
- Discuss the Last Supper and the New Community of Jesus (John 13:1-17:26)
- Comment on the Passion Narrative (John 18-19)
- Comment on the Resurrection Narratives (John 20-21)
- Contrast the Three letters of John: Background, Structure, Content and relationship to the Gospel of John and Revelation

PRESCRIBED TEXTBOOKS

- Brown. R. E. 1997. An introduction to the New Testament. New York: Doubleday (pages333-405, 773-811).
- _____ 1978. The Community of the Beloved Disciple.
- _____ 1970. The Gospel According to John, I-II. Anchor Bible 29-29A. Garden City: Doubleday

Recommended Sources

- Barret, C. K. 1965. The Gospel according to John. London: S. P. C. K.
- Bernard, K. H. 1969. A critical and exegetical commentary on the Gospel according to St. John. Edinburgh: T. & T. Clark.
- Brodie, T. L. 1997. The Gospel according to John. New York: Oxford University Press.
- Brown, R. E. 1966. The Gospel according to John. New York: Doubleday & Company.

- Moloney, F. J. 1998. The Gospel of John. Collegeville: The Liturgical Press.
- Sanders, J. N. 1968. A commentary on the Gospel according to St. John. London: A & C Black.
- Schubert, J. 1993. The Gospel of John. New York: Paulist Press.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
40)	LETTER TO THE HEBREWS	LH 3723	7	7

Rationale/Purpose: To expose students to the background, context and content of the letter to the Hebrews, with particular focus on the Priesthood of Christ, His Mediator-ship, the Old versus the New Covenant, as well their relation to the Ministerial Priesthood. It will expose the author's interpretation of these of the Old Testament's cultic and sacrificial system, and his proposed innovations. This background will help the student in understand better both the Ministerial and Common Priesthood in relation to the unique and eternal Priesthood of Christ

Course Outline:

- Introductory background and issues
- Hebrews as a literary work
- Form and Content of the letter
- The Exordium 1:1-4
- Jesus the Son and Revealer 1:5-2:18
- Characteristic virtues of Jesus the High Priest 3:1-5:10
- Jesus Christ the High Priest according to the order of Melchizedek 5:11-10:39, Overall
- Importance of exhortation in 11:1-40
- Two covenants contrasted 12:14-29
- Concluding exhortations 13:1-17

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Reach an informed conclusion regarding the letter's authorship, original audience and purpose.
- Describe the genre, the main themes and the arguments in support of the theme.
- Critically explain the author's Christological interpretation of the Old Testament cultic and sacrificial system.
- Critically explain and discuss the author's Christological interpretation of the Old Testament priesthood.
- Have a clear understanding of the Priesthood of Jesus Christ according to order of Melchizedek

Specific Outcomes:

- The author, audience and purpose of the Letter
- The Old Testament of Priesthood
- The Old Testament cultic and sacrificial system
- Relation between the Old and the New Covenants
- The superiority of Christ over angels
- The superiority and uniqueness of the Mediatorship of Christ
- The uniqueness and eternity Priesthood of Christ in the order of Melchizedek
- Ministerial and Common Priesthood in relation to the Priesthood of Christ

PRESCRIBED TEXTBOOKS

- Mictchell, A. C. Hebrews. Sacra Pagina. Collegeville: The Liturgical Press: 2007.
- O'Collins, G – Keenan, J. M. Jesus our Priest. A Christian Approach to the Priesthood of Christ. Oxford: University Press: 2010.

Recommended Sources

Harrington, D. J. What are they saying about the Letter to the Hebrews? New York: Paulist Press: 2005.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
41)	LITURGY OF HOURS **[Elective]**	LH 1503	5	5

Rationale/Purpose: All studies offered in the Seminary are geared towards providing the Church with prayerful priests. The officially prayer of the church with is dominated by the recitation of the psalms can be burdensome at times and seem not to be representing the individual who is praying. He/she may be in a situation where he/she may feel like praying differently. Since psalms were written sometime in history and were meant to address the specific needs of the time for a specific group of people who had a common experience, they may somewhat seem to be irrelevant. The rational is to form future priests to understand why they should pray this prayer of the church. They will also learn to be selfless in prayer and be able to pray for others, instead of focusing on themselves and their personal needs all the time as objects of prayer. Even if the prayer does not appeal to the individual, he is required to pray it because of the common good. Privately and individually he can say his on prayers for his needs.

Course Outline: The study of the Lectionary helps students understand why there is a lectionary in the first place. Since the bible reflects a history of a people and their experiences, different sections of the bible are spread throughout the liturgical seasons and feast so that the worshipper may relate with his/her own environment.

The following topics will be covered:

I - LITURGIA HORARUM

- Introduction to Liturgy of the Hours
- Historical Note
- Theology
- Relationship with the Eucharist
- General structure of the celebration
- The Liturgy of the Hours and the Liturgical Calendar
- Mandate to celebrate the Liturgy of the Hours
- The Manner of varying of the celebration of the Liturgy of the Hours

II - LECTIONARIUM ROMANUM

- What is a Lectionary?
- Relationship between the Word of God and Liturgical Celebration
- The Word of God in the Celebration of Mass
- Ministries
- General Plan of the Order of Readings at Mass
- Description of the Order of Readings according to Liturgical Seasons.
- General conclusion

❖ Conclusion

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Define Liturgy of the Hours
- Describe the Historical Note of Liturgy
- Understand Theology in Liturgy
- Distinguish relationship with the Eucharist
- Understand general structure of the celebration
- Contrast the Liturgy of the Hours and the Liturgical Calendar
- Understand mandate to celebrate the Liturgy of the Hours
- Understand the Manner of varying of the celebration of the Liturgy of the Hours
- Define Lectionary
- Distinguish relationship between the Word of God and Liturgical Celebration
- Understand the Word of God in the Celebration of Mass
- Analyse ministries
- Understand general Plan of the Order of Readings at Mass
- Describe the Order of Readings according to Liturgical Seasons

Specific Outcomes:

- Discuss Liturgy of the Hours
- Describe the Historical Note of Liturgy
- Discuss Theology in Liturgy
- Discuss relationship with the Eucharist
- Apply the general structure of the celebration
- Differentiate the Liturgy of the Hours and the Liturgical Calendar
- Discuss mandate to celebrate the Liturgy of the Hours
- Understand the Manner of varying of the celebration of the Liturgy of the Hours
- Define Lectionary
- Distinguish relationship between the Word of God and Liturgical Celebration
- Understand the Word of God in the Celebration of Mass
- Analyse ministries
- Understand general Plan of the Order of Readings at Mass
- Describe the Order of Readings according to Liturgical Seasons.

PRESCRIBED TEXTBOOK

Chupuncgo, A.J. (ed). 2000. Handbook for Liturgical Studies: Liturgical Time and Space. Colegeville: Minesota

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
42)	MISSIOLOGY	MIS 3725	6	7

Rationale/Purpose: The course follows the development of a missionary consciousness throughout the Old Testament and New Testaments. Students will discover the tensions in the missionary calling of God's people, Israel, and how this tension was carried over into the early Church. The mission of the Church in the Gospel of Matthew is studied in detail.

Course Outline: The students will come to realize and acknowledge that taking part in the mission of Christ does not mean smooth sailing, but being ready for hardships and challenges. They will be faced with reality that mission is difficult yet it is necessary for the salvation of the people of God. Hence, their seminary preparation becomes the pillar of strength for their engagement in the mission of the Church.

The following topics will be covered:

- Introduction of Missiology
- Missiology: Persons and Works
- Mission in the Old Testament
- Mission in the New Testament
- Theology of Mission
- Trinitarian Dimension of Mission
- Ecclesiological dimension of Mission

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Identify the call to be missionary of the Church
- Identify Christian communities
- Reflect on missiology
- Identify Trinitarian dimension of mission
- Define Ecclesiological dimension of mission

Specific Outcomes:

- Define Missiology
- Discuss Missiology: Persons and Works
- Discuss Mission in the Old Testament
- Describe Mission in the New Testament
- Discuss Theology of Mission
- Discuss Trinitarian Dimension of Mission
- Discuss Ecclesiological dimension of Mission

PRESCRIBED TEXTBOOKS

- Buono, G. 2014. Missiology: Theology and Praxis. Nairobi: Paulines Publications Africa.
- 1965. Ad Gentes, decree on the Church's Missionary activity

Recommended Sources

- Bevans, S.B. & Schroeder, R.P. 2004. Contents in Contexts. A Theology of Mission for Today. Maryknoll: Orbis Books.
- Bosch, D.J. 2011. Transforming Mission: Paradigm Shifts in Theology of Mission. Maryknoll: Orbis Books
- F.A. Oborji, "The Theological Aspects of Mission: New Challenges and Prospectives" in: Urbaniana University Journal (UUJ) 1 (2014) XVII, 35-70.
- Gallagher, R.L. & Hertig, P. 2017. Contemporary Mission Theology: Engaging The Nations. Maryknoll: Orbis Books.
- J.A. Barreda, "Introduzione alla missionologia," (Unpublished Class Lecture Notes), Roma:2012-2013.
- John Paul II, Encyclical Letter Redemptoris Missio, on the Church's Missionary Mandate (07 December 1990).
- Legrand, L. 1989. Il Dio che viene: la missione nella Bibbia. Roma: Edizioni Borla.
- Magisterial Documents
- Oborji, F.A. 2006. Concepts of Mission: The Evolution of Contemporary Missiology. Maryknoll: Orbis Books.

Other Sources
- Papal Documents
- Scaiola, D. 2008. Servire il Signore. Linee di una teologia biblica della missione nell'Antico Testamento. Roma: Urbaniana University Press.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
43)	NEW EVANGELIZATION & THE AFRICAN CRISIS **[Elective]**	NE 3702	5	7

Rationale/Purpose: The main purpose of this module is to introduce students to the reality of the Christian Faith in Africa and to the manner in which evangelization was done in the past. To propose the method of the post-Synod document, Ecclesia in Africa, of re-evangelizing the continent. The faith should have and important part in solving the real challenges of life. The fundamental question will be: Is Jesus-Christ relevant to the African situation today? Why and How?

Course Outline: The course is intended for any student who is preparing for evangelization particularly in Africa Today. The general definition, historical panorama and effects of missionary activity in African will be examined. This will be followed by critical analysis of some shocking events in Africa: Colonialism in Africa, Apartheid in South Africa, the genocide and wars in African countries, ethnic clashes and corruption in Arica. The catechetical presentation, preaching and liturgical celebration should be re-evaluated in order to meet the reality of Africa today. To conclude, the course will propose some necessary techniques and tools for mission in Africa. The following topics will be covered:

- Colonialism in Africa- the role the church played
- The genocide and wars in African countries
- "Behold, I make all things new"
- Paths Towards Reconciliation, Justice and peace
- The African Vision of Life
- Migrants, Displaced Persons and Refugees

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Define Colonialism in Africa- the role the church played
- Narrate the genocide and wars in African countries
- Understand "Behold, I make all things new"
- Analyse Paths Towards Reconciliation, Justice and peace
- Explain the African Vision of Life
- Understand Migrants, Displaced Persons and Refugees

Specific Outcomes:

- Discuss Colonialism in Africa- the role the church played
- Discuss the genocide and wars in African countries
- Apply "Behold, I make all things new"
- Discuss Paths Towards Reconciliation, Justice and peace
- Contrast the African Vision of Life
- Discuss Migrants, Displaced Persons and Refugees

PRESCRIBED TEXTBOOKS
Ecclesia in Africa, 1995.
Post-Synodal Apostolic Exhortation "Africae Munus" of his Holiness Pope Benedict XVI
MagesaL., Rethinking Mission; Evangelization in Africa in a New era, Eldoret 2006.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
44)	OLD TESTAMENT PROPHETS	OTP 3727	7	7

Rationale/Purpose: This course offers a general introduction to Israelite prophecy. It is an investigation into the Hebrew prophetic literature with special emphasis on the nature of prophecy and the content and theology of the prophetic books. The student will, therefore, be briefly introduced to biblical prophetic literature seen in the wider horizon of the Ancient Near East. The course is also going to consider the roots of prophecy in the earlier books of the Old Testament, and then slowly progress to the "major" and "minor" prophets.

Course Outline: The Old Testament Prophets module contributes to the programme's knowledge mix in all modules as it enables better grasp of the ancient texts. The students will gain both reading and oral skills as the course will expose him/her to scientific methods of analysis that will be learnt through writing and class-discussions. Students benefit from the skills gained in this module in their academic and personal lives through improved communication abilities and ability to critically analyse socio-political situations. The following topics will be covered:

- Israelite Prophecy: Origins and Historical Background
- Israelite Prophecy: Literary and Thematic Perspectives
- History of Israel
- Rise of Prophecy in Israel
- Defining the Prophet
- Literary Genres in the Prophetic Books
- Introduction to the Minor Prophets
- Introduction to the Major Prophets
- Proto-Isaiah
- The Book of Jeremiah
- The Book of Ezekiel
- Deutero-Isaiah and Trito-Isaiah
- Major Prophetic Themes
- Prophetism in today's world

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Outline the background and origins of Israelite prophecy
- Distinguish minor and major prophets
- Contrast Isaiah, Ezekiel and Jeremiah
- Evaluate major prophetic themes
- Motivate and encourage students to read the actual text of the prophets

Specific Outcomes:

- Discuss Israelite Prophecy: Origins and Historical Background
- Discuss Israelite Prophecy: Literary and Thematic Perspectives
- Narrate history of Israel.
- Identify the Major Prophets.
- Discuss Proto-Isaiah.
- Discuss the Book of Jeremiah.
- Discuss the Book of Ezekiel.

- Analyse the rise of Prophecy in Israel.
- Define the Prophet.
- Critic literary Genres in the Prophetic Books.
- Identify the Minor Prophets.
- Discuss Deutero-Isaiah.
- Discuss Trito-Isaiah.
- Analyse major Prophetic Themes.
- Discuss prophetism in today's world.

PRESCRIBED TEXTBOOK

Branick, V. P. 2012. Understanding the Prophets and their Books. New York: Paulist Press.

Recommended Sources

- Merrill, E. H., Rooker, M.E, Grisanti, M.A. 2011 The World and the Word: An Introduction to the Old Testament. Nashville: B & H Publishing Group.
- Schubert, J. 1993. The Gospel of John. New York: Paulist Press.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
45)	PARABLES **[Elective]**	PAR 1505	5	5

Rationale/Purpose: One cannot do any serious study of the parables without first setting out and interacting with a history of interpretation. For these seemingly simple stories of Jesus, which are widely seen to be gems of articulation about life and God, have proven to be anything but simple. If anything, they are immensely dense and too profound, to be deemed simply, simple! The primary interpretative issue with regards to Jesus' parables has always been the extent to which the details of the stories are to be taken as relevant for a proper understanding.

Course Outline: Students are introduced to the parables of Jesus and students need read and interprete te parables within the literary context in which they occur, taking into consideration, the theology, structure and location within the Gospel as well as the ultimate intention of the evangelist. For the benefit of the student, only Lukan parables will be considered. The following topics will be covered:

- The Parable
- The Specificity of the Lukan Parables
- Luke and his source
- The Sower and the Seed (Luke 8:5-14)
- The Good Samaritan (Luke 10:25-37)
- The Rich Fool (Luke 12:15-21)
- The Barren Fig Tree (Luke 13:4-9)
- The lost sheep, lost coin (Luke 15:1-10)
- The Lost Son (Luke 15:11-32)
- The Prudent Manager (Luke 16:1-13)
- Dives and Lazarus (Luke 16:19-31)
- The Judge and the Widow (Luke 18:1-8)
- The Pharisee and the Publican (Luke 18:9-14)

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Define what a Parable
- Explain the specificity of the Lukan Parables
- Understand Luke and his sources
- Explain the Sower and the Seed (Luke 8:5-14)
- Explain the parable of the Good Samaritan (Luke 10:25-37)
- Explain the Rich Fool (Luke 12:15-21)
- Explain the parable of the Barren Fig Tree (Luke 13:4-9)
- Explain the parable of the lost sheep, lost coin (Luke 15:1-10)
- Explain the parable of the Lost Son (Luke 15:11-32)
- Explain the parable of the Prudent Manager (Luke 16:1-13)
- Understand Dives and Lazarus (Luke 16:19-31)
- Explain the parable of the Judge and the Widow (Luke 18:1-8)
- Explain the Pharisee and the Publican (Luke 18:9-14)

Specific Outcomes:

- Distinguish the specificity of the Lukan Parables
- Discuss Luke and his sources
- Analyse the Sower and the Seed (Luke 8:5-14)
- Analyse the parable of the Good Samaritan (Luke 10:25-37)
- Analyse the Rich Fool (Luke 12:15-21)
- Analyse the parable of the Barren Fig Tree (Luke 13:4-9)
- Analyse the parable of the lost sheep, lost coin (Luke 15:1-10)
- Analyse the parable of the Lost Son (Luke 15:11-32)
- Discuss the parable of the Prudent Manager (Luke 16:1-13)
- Understand Dives and Lazarus (Luke 16:19-31)
- Discuss the parable of the Judge and the Widow (Luke 18:1-8)
- Discuss the Pharisee and the Publican (Luke 18:9-14)

PRESCRIBED TEXTBOOK

Killgallen, J. Twenty Parables of Jesus in the Gospel of Luke. Subsidia Biblica 32. Roma: Editrice PIB.

Recommended Reading

- Jeremias, J. 1972. The Parables of Jesus. New York: Scribners.
- Lambrecht, J. 1981. Once more Astonished. Wilmington: Glazier.
- Perkins, P. 1981. Hearing the Parables of Jesus. New York: Paulist Press.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
46)	PASTORAL COUNSELLING **[Elective]**	PC 2602	5	6

Rationale/Purpose: To introduce learners to the process, skills and context of pastoral counselling. Early emphasis is placed on training the students in basic Listening and influencing skills. The management of issues of faith and moral values will be emphasized as a distinct feature of pastoral counselling.

Course Outline: This course will examine the theory and practice of spiritual care and counselling in the context of Christian ministry. Emphasis will be on foundational counselling skills and processes within a framework of focused, short-term counselling. Particular attention will be directed to counselling in the crises and transitions of life. Students will also examine this theory, as well as other counselling theories, methods and processes, in light of theology, the realities of ministry, and topics of interest or concern that are relevant to the practice of ministry.
The following topics will be covered:

- Introduction to Pastoral Counselling that includes terminology
- Aims of Pastoral counselling
- Historical development of Pastoral Counselling and the African context in counselling.
- Domains of Pastoral counselling that include analysis of the counsellor-client relationship
- The qualities of the counsellor/pastor
- The client and his/her needs and the domain of the pastoral context.
- Basic Approaches in Counselling
- Stages in Counselling and Skills in counselling.
- Counselling different types of groups
- Ethical considerations in counselling.
- Towards an integrated model of Pastoral Counselling

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- To recognize and describe the basic helping skills for counselling.
- To learn a basic framework for short-term structured counselling
- To be aware of the relational (e.g., intersubjective) dimension counselling practice.
- To recognize personal and professional limits, including when to make referrals and consultations.
- To demonstrate an ability to work within a counselling framework that is based upon established psychotherapeutic theory.
- To encounter the counselee's/client's life narrative through dialogue, observation and emotional understanding.
- To engage the counsellee's/client's experience.
- To establish and maintain the core conditions for therapy.
- To facilitate exploration of a counsellee's /client's sense of purpose and meaning in life.

Specific Outcomes:

- Approach ministry counselling issues from a perspective of soul care, in order to help God's people, grow in Christlikeness as they deal with life's problems and decisions;
- Gain knowledge of the history and place of counselling in pastoral and ministry settings, including some of the current controversies and issues in the practice of Biblical/Christian counselling.
- Assess personal strengths and weaknesses in basic counselling skills.
- Practice a basic problem-solving approach to common counselling problems.

PRESCRIBED TEXTBOOK

- Benner, G.D., Strategic Pastoral Counselling: A short Term Structured Model, Michigan: Baker Academic Publications 1992
- EGAN, G., The Skilled Helper: A Problem-Management and Opportunity-Development approach to Helping, Brooks/ Cole 2002
- Eldoret. Gaba publications Spearhead Nos. 156-157 2002
- Gichinga, E.M., Basic Counselling Skills, Nairobi: GEM Counselling Services 2001
- Kiriswa, B., Pastoral Counselling in Africa; An Integrated model AMECEA.
- Van Lierop, P., Pastoral Counselling. A Comprehensive Text for Pastors, Counsellors, Teachers, Nairobi 1991.
- Waruta, Wanjohi Douglous (eds.), Caring and Sharing, Pastoral Counselling in the African Perspective, Nairobi: Atiea 1995

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
47)	PASTORAL PSYCHOLOGY	PPS 3713	5	7

Rationale/Purpose: To help students to develop a clear understanding on the impact of psychological distress and personality disorders within the (Christian) community, and to equip them with necessary skill to successfully handle such situations. It will also help to broaden their understanding of human behaviour (individual and group) in a pastoral setting, with particular focus on selected psychological issues and struggles facing the African Christians. The emphasis will be on such special problems (functional – dysfunctional continuum), where the role of the Priest as a minister is supported by the application of helping skills in a helping relationship.

Course Outline:

- Definition and terminology
- Aims of Pastoral Psychology
- Historical development of Pastoral Psychology
- Pastoral Psychology and the African context
- Discovering oneself
- Anger management
- Conflict management reconciliation
- Theories of Moral Development
- Key Personality Disorders
- Relationship Difficulties
- Homosexuality and Lesbianism
- Polygamy, incest, rape and promiscuity
- Addictions, Substance Abuse and Suicide

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Have a developed self-understanding.
- Have a broadened understanding of human behaviour.
- handle them pastorally.

- Be familiar with kinds of personality disorders, different behaviours and their impact on people (individual and group)
- Be familiar with some of the challenges facing the African Christian, among which are: polygamy, substance abuse, incest, rape etc. and how to
- Have a general understanding of the psychological reason or basis for certain behaviours and how to address them pastoral.
- Have pastoral skills for responding to certain psychological challenges within a pastoral setting.
- Have basic understanding of moral behaviour as a foundation for pastoral counselling

PRESCRIBED TEXTBOOKS

- Egan, G. 2010. The Skilled Helper. A Problem Management and Opportunity-Development Approach to Helping. 9th Edition. Brooks/Cole, Cengage.
- Schon, J., Gower, L., K & Kotze, V. 2005. Elements of Counselling. A Hand for Counsellors in Southern Africa, ROCS.

Recommended Reading

Gichinga, E. M. 2001. Basic Counselling Skills. Nairobi: Gem Counselling Services.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
48)	PASTORAL SUPERVISION **[Elective]**	PS 2605	5	6

Rationale/Purpose: This module aims to develop understanding and skills in reflective practice in pastoral and ministerial settings. The current emphasis upon Ministerial Development means that the church needs practitioners with supervisory skills to facilitate creative reflection on the priorities and tasks of ministry. Within a widening variety of settings, chaplains have an important role to play in fostering skills of reflective practice – particularly in relation to spiritual care – within multi-disciplinary teams. In addition, spiritual direction is increasingly seen as a life-giving ministry to the whole church and spiritual directors also need opportunities to reflect on their practice and receive supervision for their work.

Course Outline: The course operates as an ecumenical learning community where your working experience is valued as the raw material for learning. This is built upon through a variety of activities, including facilitator and student-led seminars, small group experiential tasks and reflective practice demonstrations. Your development as a supervisor will be monitored through essay writing, seminar presentation, peer supervision activities and audio-taped sessions and assessed by yourself, your peers and the group facilitators. The following topics will be covered:

- Introduction to Pastoral Supervision?
- 'Internship Program'
- Pastoral Reports
- Practical's (Group Presentations)

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Give and receive pastoral supervision, working as a reflective practitioner with individuals and within groups
- Understand pastoral supervision and effectively use it to support your ministry
- Foster and develop skills in spiritual care within multi-disciplinary teams
- Extend your existing line management capacity, by offering supervisory input and reflective practice to team members
- Draw on both theological and psychological understandings of Christian mission and ministry in a variety of settings
- Offer non-threatening supervision and reflective practice to a range of pastoral practitioners.

Specific Outcomes:

- Practice pastorate supervision
- Visit the sick
- Attend to Funerals
- Attend to Wedding
- Conducting a Service in the Absence of a Priest
- Baptising Children

PRESCRIBED TEXTBOOK

Pastoral Supervision Manual by St. John Vianney Seminary

Recommended Reading

Dalton William (Ed). A Parish Pastoral Directory, The Columba press, 1996

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
49)	PATRISTICS	PAT 3726	7	7

Rationale/Purpose: The reason for the study of the Church Fathers is that most of the Church doctrine and liturgy etc. owe their existence in them. So, their study keeps students in touch with their roots, i.e. the tradition of the Church, so that as we go forward in developing we don't lose the basics. The Church fathers have a very rich ideas and spiritual writings which that Church has never stopped to appreciate. When student engage in their writing they also drink for the ancient wells of wisdom which help them to think and reconstruct new wells.

Course Outline - The following topics will be covered:

- Traditio Apostolica of Hypolitus of Rome
- Eusebius
- St Clement of Rome
- Didache
- Shepherd of Hermans
- Tertulian

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Narrate the tradition of the Church
- Conduct research in the field of Ecclesiastical Sciences
- Summarise the origins of most of what the Church has achieved.

Specific Outcomes:

- Discuss Didache

- Discuss Traditio Apostolica of Hypolitus of Rome
- Discuss Eusebius
- Discuss St Clement of Rome
- Discuss Shepherd of Hermans
- Discuss Tertulian

PRESCRIBED TEXTBOOK

- Ratzinger J. Introduction to Christianity.1990. Ignatius Press, San Francisco

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
50)	PAULINE CORPUS I	PC 4813	8	8

Rationale/Purpose: This course focuses on the Pauline Corpus and aims to introduce the student to the study of Paul including the social, political, economic, religious and geographical World of Paul as well as a close reading of some of the letters of Paul including the letter to Philemon, I & II Thessalonians, Galatians and I Corinthians. The course will also look at the relevance of Paul's life and Mission for the Roman Catholic Church in Southern Africa at the beginning of the third century of evangelisation.

Course Outline: The Pauline Corpus contributes to the programme's' knowledge mix in all modules as it enables the student to appreciate the contribution of the most important person in the shaping of Christianity after Jesus himself. It is through this course that the student can be better able to grasp the understanding of other courses especially Grace, Penance and Anointing, Baptism and Eucharist, Ecclesiology and Ecumenism, Christology and Missiology. Students will thus appreciate better the concept of the inclusivity of the gospel as espoused by the Apostle Paul. The following topics will be covered:

- Map of the Graeco-Roman World and identification of the towns, cities and regions associated with Paul and their importance for Pauline studies including: Jerusalem, Caesarea Maritima, Iconium, Lystra, Derbe, Cenchrea, Antioch, Galatia, Cilicia, Tarsus, Ephesus, Cyprus, Malta, Beroa, Thrace, Troas, Miletus, Thyatira, Thessalonica, Macedonia, Achaia, Corinth, Athens, Antioch, Philippi, Crete, Malta, Syracuse and Rome.
- The identification of the authentic and disputed letters of Paul
- The profile of Paul based on Acts and his authentic letters
- Focal points in Pauline studies
- Paul's Roman Imperial context
- Paul's use of rhetoric and literary forms and metaphors
- Philemon (Analysis of the whole letter including a brief study of slavery in the Graeco-Roman World).
- I & II Thessalonians: The faith of the Thessalonians, Deicide and Anti-Semitisms, Sexual Morality and the differences in the timing of the Parousia.
- Galatians: Occasion for the letter to the Galatians, Structure and a definition of certain important Pauline terms including dikaiosune, dikaioō, dikaios, pistis, pisteō, pistos. An analysis of selected passages especially: Gal 1:11-2:21; 3:10-14; 5:1-26.
- I Corinthians: Occasion for the first letter to the Corinthians, Structure and an analysis of selected passages especially: 1:10-17; 7:1-39; 11:17-33; 12-14; 15.

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Locate the places of the world that were covered by Paul
- Narrate the chronology of the life and work of Paul
- Know, understand and discuss the Theology, Christology and Soteriology of the letters of Paul
- Recognise the influences of Pauline thought in Christian Theology.
- Reflect on how the teachings in the Pauline Corpus can assist the Church better in evangelising efforts at the beginning of the third century of evangelisation in Southern Africa.

Specific Outcomes:

- Analyse the Map of the Graeco-Roman World and identification of the towns, cities and regions associated with Paul and their importance for Pauline studies including: Jerusalem, Caesarea Maritima, Iconium, Lystra, Derbe, Cenchrea, Antioch, Galatia, Cilicia, Tarsus, Ephesus, Cyprus, Malta, Beroa, Thrace, Troas, Miletus, Thyatira, Thessalonica, Macedonia, Achaia, Corinth, Athens, Antioch, Philippi, Crete, Malta, Syracuse and Rome.
- Identify the authentic and disputed letters of Paul
- Discuss the profile of Paul based on Acts and his authentic letters
- Identify the focal points in Pauline studies
- Discuss Paul's Roman Imperial context
- Discuss Paul's use of rhetoric and literary forms and metaphors
- Analyse Philemon (Analysis of the whole letter including a brief study of slavery in the Graeco-Roman World).
- Analyse I & II Thessalonians: The faith of the Thessalonians, Deicide and Anti-Semitisms, Sexual Morality and the differences in the timing of the Parousia.
- Analyse Galatians: Occasion for the letter to the Galatians, Structure and a definition of certain important Pauline terms including dikaiosune, dikaioō, dikaios, pistis, pisteō, pistos. An analysis of selected passages especially: Gal 1:11-2:21; 3:10-14; 5:1-26.
- Discuss I Corinthians: Occasion for the first letter to the Corinthians, Structure and an analysis of selected passages especially: 1:10-17; 7:1-39; 11:17-33; 12-14; 15.

PRESCRIBED TEXTBOOKS

- Brown, R. 1997. An introduction to the New Testament. New York: Doubleday. (Pages 55-93; 409-455).

- Burkett, D. 2002. An introduction to the New Testament and the origins of Christianity. Cambridge: Cambridge University Press.

Recommended Sources

- Betz, H. D. 1979. Galatians: a commentary on Paul's letter to the churches in Galatia. Philadelphia: Fortress Press.
- Collins, R. F. 1999. First Corinthians. Collegeville: The Liturgical Press.
- Conzelmann, H. 1975. I Corinthians. Philadelphia: Fortress Press.
- Matera, F. J. 1992. Galatians. Collegeville: The Liturgical Press.
- Murphy-O'Connor, J. 1996. Paul: A critical life. Oxford: Clarendon Press.
- Richard E.J. 1995. First and Second Thessalonians. Collegeville: The Liturgical Press.
- Thurston, B. B. and Ryan, J. M. 2005. Philippians and Philemon. Collegeville: The Liturgical Press.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
51)	PAULINE CORPUS II	PC 4822	8	8

Rationale/Purpose: This course focuses on the Pauline Corpus and develops from what was done in the module Pauline Corpus I- A with a close reading of Paul's letters to the Romans, II Corinthians, Philippians, Colossians and Ephesians, I & II Timothy and Titus.

Course Outline: The Pauline Corpus contributes to the programme's' knowledge mix in all modules as it enables the student to appreciate the contribution of the most important person in the shaping of Christianity after Jesus himself. It is through this course that the student can be better able to grasp the understanding of other courses especially Grace and Sin, the Sacraments, Ecclesiology and Ecumenism, Christology and Missiology. Students will thus appreciate better the concept of the inclusivity of the gospel as espoused by the Apostle Paul. The following topics will be covered:

- The Letter to the Romans
- The background and circumstances of the second letter to the Corinthians and the function of II Corinthians 8-9.
- The profile of the Christian Community in Philippi and circumstances of writing the letter as well as the background, context, structure and comment on the Christ hymn (Phil 2:6-11).
- The Pastoral letters and issues of authorship and purpose: An analysis of the Ecclesiology of the Pastorals.
- The letters to the Ephesians and Colossians: Similarities and differences and an analysis of the identity of the musterion in the letters.

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

Have a broad understanding of the message and Theology of:

- the letter of Paul to the Romans
- the letter of Paul to the Corinthians
- the letter of Paul to the Philippi
- the letter of Paul to the Ephesians
- the letter of Paul to the Colossians

Specific Outcomes:

- Discuss the Letter of Paul to the Romans:
- Critic the circumstances and structure of the letter to the Romans.
- Analyse the opening of the letter (Rom 1:1-15) and the statement of the theme (Rom 1:16-17).
- Identify the logic and function of Rom 1:18-3:20.
- Identify the purpose of the law and the legacy of Christ and Adam.
- Discuss Christian freedom from sin.
- Discuss new life in Christ.
- Discuss Israel and the nations.
- Analyse the background and circumstances of the second letter to the Corinthians and the function of II Corinthians 8-9.
- Discuss the profile of the Christian Community in Philippi and circumstances of writing the letter as well as the background, context, structure and comment on the Christ hymn (Phil 2:6-11).
- Discuss the Pastoral letters and issues of authorship and purpose: An analysis of the Ecclesiology of the Pastorals.
- Contrast the letters to the Ephesians and Colossians: Similarities and differences and an analysis of the identity of the musterion in the letters.

PRESCRIBED TEXTBOOK

- Cranfield, C. E. B. 2004.S A critical and exegetical commentary on the epistle to the Romans. London: T & T Clark International.
- Lambrecht, J. 1999. Second Corinthians. Collegeville: The Liturgical Press.
- Murphy-O'Connor, J. 1996. Paul: A critical life. Oxford: Clarendon Press (pages 291-371).
- Thurston, B. B., Ryan, J. M. 2005. Philippians and Philemon. Collegeville: Liturgical Press.

Recommended Sources

- Byrne, B. 2000. Romans. Collegeville: The Liturgical Press.
- Dunn, J. D. G. 1988. Romans 1-8. Grand Rapids: Zondervan.
- Dunn, J. D. G. 1988. Romans 9-16. Grand Rapids: Zondervan.
- Fitzmyer, 1993. Romans. New York: Doubleday.
- Murphy-O'Connor, J. 1996. Paul: A critical life. Oxford: Clarendon Press.

➢ Tobin, T. H. 1993. Controversy and Continuity in Romans 1:18-3:20. Catholic Biblical Quarterly 55/2:298-318.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
52)	PENTATEUCH	PEN 1527	7	5

Rationale/Purpose: This course focuses on the first five books of the Bible, namely Genesis, Exodus, Leviticus, Numbers and Deuteronomy. It begins by placing the Bible in the context of the Ancient Near East and its influence upon the Pentateuch, various theories around the composition of the Pentateuch, the Geographical World of the Pentateuch as well as an analysis of particular passages in some of the aforementioned books employing both diachronic and synchronic approaches. The course will also investigate the Biblical notion of human equality and human freedom and its relevance to the development of the culture of human rights in South Africa.

Course Outline: The Pentateuch module contributes to the programme's' knowledge mix in all modules as it enables the student to come to appreciate the place and role of the Pentateuch within the area of Sacred Scripture and appreciating its foundational role in the life of Israel as well as the whole New Testament and Christian Theology. It is also important in grounding the student so that he is better prepared for other courses in Theology, especially Christian Anthropology, Christology and Mariology, Sacrament of the Eucharist and Baptism as well as the Social Teaching of the Church. Students will thus come to appreciate that the whole spectrum of the teachings of the Church as rooted in Sacred Scripture and in particular in the Pentateuch. The following topics will be covered:

- Introduction: General presentation of the TANAK and explanation of Pentateuch, Hexateuch, Enneateuch, Tetrateuch, the documentary hypothesis, theory of complements and theory of fragments.
- The Geographical World of the Pentateuch and the importance of various locations including: Succoth, Sinai, Negeb, Arabah, Edom, Beersheba, Kadesh-Barnea, Heshbon, Jericho, Jerusalem, Bethel, Shechem, Hebron, Desert of Shur, Paran, Ur, Haran, Mesopotamia and Egypt.
- The Book of Genesis: Structure (Primeval History and Ancestral History), Formula of the Toledot, Babylonian influences. The following texts will receive special attention for analysis: Gen 1:1-24a; 2:4b-3:24; 6:9-9:19; 11:1-9; 17:1-27; 22:1-18.
- The Book of the Exodus: Structure (Israel in Egypt, Israel in the Wilderness, Israel at Sinai), The Call of Moses (3:1-4:17) and the form of a call narrative, The return of Moses to Egypt and his first appearance before Pharaoh (4:18-6:1), The Passover and Liberation at the Sea (13:3-14:31), The transition from the Sea to Mount Sinai (15:22-18:27), The making of the Covenant at Sinai including the Decalogue (Ex 19-24).
- The Book of Deuteronomy: A general look at the discourses, Comparisons with other Addio discourses in the Tanak, the Law Code.

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Provide an overview of TANAK
- Define the Pentateuch
- Narrate the book of Genesis
- Narrate the book of Exodus
- Narrate the book of Deuteronomy

Specific Outcomes:

- Discuss the TANAK and explain the Pentateuch, Hexateuch, Enneateuch, Tetrateuch, the documentary hypothesis, theory of complements and theory of fragments.
- Distinguish the Geographical World of the Pentateuch and the importance of various locations including: Succoth, Sinai, Negeb, Arabah, Edom, Beersheba, Kadesh-Barnea, Heshbon, Jericho, Jerusalem, Bethel, Shechem, Hebron, Desert of Shur, Paran, Ur, Haran, Mesopotamia and Egypt.
- Discuss the Book of Genesis: Structure (Primeval History and Ancestral History), Formula of the Toledot, Babylonian influences. The following texts will receive special attention for analysis: Gen 1:1-24a; 2:4b-3:24; 6:9-9:19; 11:1-9; 17:1-27; 22:1-18.
- Discuss the Book of the Exodus: Structure (Israel in Egypt, Israel in the Wilderness, Israel at Sinai), The Call of Moses (3:1-4:17) and the form of a call narrative, The return of Moses to Egypt and his first appearance before Pharaoh (4:18-6:1), The Passover and Liberation at the Sea (13:3-14:31), The transition from the Sea to Mount Sinai (15:22-18:27), The making of the Covenant at Sinai including the Decalogue (Ex 19-24).
- Discuss the Book of Deuteronomy: A general look at the discourses, Comparisons with other Addio discourses in the Tanak, the Law Code.

PRESCRIBED TEXTBOOKS

Ceresko, A. R. 1992. Introduction to the Old Testament. A liberation perspective. New York: Orbis Books. (Pages 27-84).
Matthews, V. H., Benjamin, D. C. 2016. Old Testament parallels. New York: Paulist Press (pages 10-31, 38-52).
Pontifical Biblical Commission. 1993. The interpretation of the Bible in the Church. Rome: Libreria Editrice Vaticana
Ska, J-L. 2006. Introduction to reading the Pentateuch. Winona Lake: Eisenbrauns.

Recommended Sources

- Bimson, J. J. 1985. New Bible Atlas. Leicester: Inter-varsity Press.
- Blenkinsopp, K. 1992. The Pentateuch. London: SCM Press.
- Ceresko, A. R. 1992. Introduction to the Old Testament: a liberation perspective. New York: Orbis Books.
- Cotter, D. W. 2003. Genesis. Minnesota. The Liturgical Press.
- Durham, J. I. 1987. Exodus. Waco: Word books.
- Gunkel, H. 1997. Genesis. Macon: Mercier University Press.
- Matthews, V. H., Benjamin, D. C. 2016. Old Testament parallels. New York: Paulist Press.

- Sherwood, S. K. 2002. Leviticus, Numbers Deuteronomy. Minnesota: The Liturgical Press.
- Vauter, B. 1977. Genesis. New York: Doubleday & Company.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
53)	RESEARCH METHODOLOGY I	RM 4814	15	8

Rationale/Purpose: This module is intended for all students who are pursuing studies on an honours level. Students will be exposed to the research process and all its facets in order to equip them to participate in and contribute to research projects in the work environment. It will thus address scientific research, ethical principles and behaviour in research, and the nature, methods and process of conducting quantitative and qualitative research.

Course Outline - This module offers a comprehensive outline of the research process. The following topics will be covered:

- Introduction to research
- Literature review
- Research design
- Research methods
- Data collection
- Data analysis
- Data presentation and findings
- Recommendation & conclusion
- Choosing a research topic

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Access and process information pertaining to Research Methodology including academic literature and case studies using libraries and electronic and internet resources (such as Lexis Nexis and other databases) and be able to conduct a computer-based literature search
- Read, understand and compare complex legal materials in order to understand complex theory in the areas of research in law and research methods
- Assess and select suitable research topics and to manage a research project in conjunction with a supervisor
- Understand the academic and ethical standards required for high level postgraduate research, including originality, analysis and synthesis of complex legal materials, and the ethical use of accessing and acknowledging information
- Work effectively with others as member of a group in order to produce research output with more than one author
- Communicate information using accurate and appropriate language and displaying knowledge of the conventions of legal writing
- Demonstrate research competence by completing an independent research assignment, using proper referencing and writing style, with the aim of possible publication of the research output.
- Present data findings

Specific Outcomes: Demonstrate an understanding of concepts relating to research methodology and the ability to prepare a research proposal.

PRESCRIBED TEXTBOOKS

- Bell, J. 2010. Doing Your Research Project: A guide for first time researchers in education, health and social sciences. 5th ed. United Kingdom: Open University Press. ISBN 9780335235827.
- Bless, C., Higson-Smith, C. and Sithole, L. 2013. Fundamentals of Social Research Methods – An African Perspective. 5th ed. South Africa: Juta. ISBN-13: 978-0-7021-8683-7
- Bryma, A. and Bell, E. 2011. Business Research Methods. 3rd ed. Oxford University Press.
- Cresswell, J. 2014. Research Design: Qualitative, Quantitative and Mixed Methods Approaches. 4th ed. United States of America: Sage Publications. ISBN-13: 978-1452226101
- Kumar, R. 2014. Research Methodology. United Kingdom: Sage Publications. ISBN:9781446297827-029
- Pallant, J. 2010. SPSS Survival Manual. 4rd ed. London: Open University Press. ISBN 9780335242399

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
54)	RESEARCH METHODOLOGY II (Mini-Dissertation)	RM 4823	15	8

Rationale/Purpose: The course aims to assist you to develop your research proposal and complete a mini dissertation. This includes defining and finding a good research question, conducting a literature review, identifying and selecting an appropriate research design, drafting an appropriate theoretical/conceptual framework, collecting and analysing data as well as taking into account issues of validity, reliability, ethics and politics. The course includes basic concepts and approaches associated with quantitative and qualitative research designs, including action research, case study research, ethnographic research, historical research, correlation research, experimental and quasi-experimental research. The course also aims to ensure that you read and review scholarly work and are sensitised to the ethical, political and emotional aspects of research.

Course Outline - This module offers a comprehensive outline of the research process. The following topics will be covered:

- Introduction: Mini Dissertation
- Research proposal: Topic/Title selection
- Topic presentation
- Roles and responsibilities of student/supervisor
- Allocation of a Supervisor
- Ethical clearance and research report
- Commencement of actual research - Mini Dissertation
- Chapter 1: Introduction
- Chapter 2; Literature review
- Chapter 3: Research design & Research methods
- Chapter 4: Data collection & Data analysis
- Chapter 5: Data presentation and findings
- Chapter 6: Recommendation & conclusion
- Submission of Mini dissertation

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Explain the ontological, epistemological and methodological foundations of qualitative and quantitative research
- Distinguish among qualitative and quantitative research designs in education
- Identify and develop good research questions
- Review, critique and synthesize the research literature related to a particular research problem
- Choose a research strategy and methods appropriate for the research problem
- Identify different ways to collect qualitative and quantitative data
- Establish reliability and validity in both quantitative and qualitative research
- Identify and address possible ethical concerns as well as the political and social implications of research
- Develop a broad understanding of the range of field-related education theories, ideas and concepts that mark the current social science and educational landscape
- Develop an ability to apply theoretical understandings when conducting basic research in education and the social sciences
- Successfully develop and defend a research proposal.
- Successfully complete a Mini dissertation

Specific Outcomes:

- Conduct research
- Collect data
- Analyse data
- Make recommendations
- Present the Mini-Dissertation

PRESCRIBED TEXTBOOKS

- Cresswell, J. 2014. Research Design: Qualitative, Quantitative and Mixed Methods Approaches. 4th ed. United States of America: Sage Publications. ISBN-13: 978-1452226101
- Bless, C., Higson-Smith, C. and Sithole, L. 2013. Fundamentals of Social Research Methods – An African Perspective. 5th ed. South Africa: Juta. ISBN-13: 978-0-7021-8683-7
- Kumar, R. 2014. Research Methodology. United Kingdom: Sage Publications. ISBN:9781446297827-029
- Bell, J. 2010. Doing Your Research Project: A guide for first time researchers in education, health and social sciences. 5th ed. United Kingdom: Open University Press. ISBN 9780335235827.
- Pallant, J. 2010. SPSS Survival Manual. 4rd ed. London: Open University Press. ISBN 9780335242399
- Bryma, A. and Bell, E. 2011. Business Research Methods. 3rd ed. Oxford University Press.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
55)	SACRAMENTOLOGY I (Baptism & Confirmation)	SAC 2617	7	6

Rationale/Purpose: The module intends to give an understanding of sacramentology and then deal with the sacraments of Baptism and Confirmation looking at their Biblical foundation, Tradition and the Magisterium of the Church.

Course Outline: This module focuses on treating the theology of the sacraments of baptism and confirmation as part of the sacraments of initiation into Christian life and their lived reality in the community of believers. The student should acquire the ability to use basic concepts of sacramentology, knowledge of their biblical foundations and the Tradition and the current teaching of the Church. Obtain a better understanding about why people use Alcohol. The following topics will be covered:

- Christian initiation in general
- The Biblical foundation: origin and beginnings of Baptism: The New Testament
- Sources
- Background: Water and the Spirit
- Deepening Understanding: Baptismal theology (St. Paul)
- Rite and Ceremony of Baptism
- Doctrine and theology of Baptism
- Rite and ceremony of Confirmation
- Doctrine and theology of Confirmation

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Understand Christ the Sacrament of God
- Understand culminating moments in the ecclesial character of Christian life Competently apply the terminology and understand issues of sacramentology
- Understand the sacraments, their historical context and development
- Present the basic issues of general sacramentology.
- Acquire the ability to use basic concepts of sacramentology, knowledge of their biblical foundations and the Tradition and the current teaching of the Church.

Specific Outcomes:

- Discuss Christian initiation in general
- Discuss sacrament sources
- Discuss the Background of sacraments: Water and the Spirit
- Discuss Baptismal theology (St. Paul)
- Analyse Rite and Ceremony of Baptism
- Comment on the Doctrine and theology of Baptism
- Conduct Rite and ceremony of Confirmation
- Apply the Doctrine and theology of Confirmation

PRESCRIBED TEXTBOOK

Martinez, G. Signs of Freedom, Theology of the Christian Sacraments. 2003. Paulist Press. New York

Recommended Reading

Vorgrimler, H. Sacramental Theology. 1992. The Liturgical Press. Collegeville, Minesota

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
56)	SACRAMENTOLOGY II (Eucharist)	SAC 2627	7	6

Rationale/Purpose: The study of the Eucharist will provide participants with an understanding of the name given to the Blessed Sacrament of the Altar in its twofold aspect of Sacrament and Sacrifice of Mass, and in which Jesus Christ is truly present under the appearances of bread and wine. Taking the statement of Vatican II's Lumen Gentium that participation in the Eucharistic celebration is 'the source and summit for the Christian life' as its theme, this course explains the historical development of the Mass, the special forms of the celebration of the Mass, Sunday and the Eucharistic celebration, and Holy Communion and the worship of the Eucharist outside of the Mass.

Course Outline: This is a course in systematic theology—concerned with the answer to a series of inter-related questions: What does the entire Bible teach on a specific issue? How have theologians of the past and present formulated this issue? Answers to these questions are often expressed confessionally, and many branches of the church require of their ordained clergy (teaching elders) a commitment to these doctrines in a more or less strict sense. Students ought to be able to handle themselves well in the modern debate over controversial issues.
The following topics will be covered:

- Definition of terms "Sacrament, Eucharist"
- Eucharist and its roots in the Mystery of the Trinity
- Eucharist in the Scriptures both OT and NT
- Historical development of the Eucharist in the East and West
- The Eucharist at the Council of Trent.
- The Eucharist in the theologies of the middle ages.
- The Eucharist and Ecumenical dialogue.
- The Eucharist and the Reformation.
- The Eucharist in the Documents of Vatican II.
- Contemporary theologies on the Eucharist
- The Eucharist in the mass and outside mass

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Articulate a number of contemporary theologies of the Christian Eucharist
- Identify the variety and number of theologies of the Eucharist as contributors to an overall breadth of theological meaning
- Trace the theologies of Eucharist from particular historical trajectories
- Communicate these theologies of Eucharist within pastoral and academic settings, both verbally and in writing
- Exhibit an in-depth understanding of one particular theological approach to the Eucharist
- Describe and explain the historical and theological development of Eucharistic worship in the Roman Catholic Church.

Specific Outcomes:

- Discuss a number of contemporary theologies of the Christian Eucharist
- Investigate the variety and number of theologies of the Eucharist as contributors to an overall breadth of theological meaning
- Evaluate the theologies of Eucharist from particular historical trajectories
- Discuss the theologies of Eucharist within pastoral and academic settings, both verbally and in writing
- Discuss one particular theological approach to the Eucharist
- Describe and explain the historical and theological development of Eucharistic worship in the Roman Catholic Church.

PRESCRIBED TEXTBOOKS

- Lizette Larson-Miller, 2016...Sacramentality Renewed. Collegeville: Liturgical Press,
- Gary Macy, Banquet's Wisdom: A Short History of the Theologies of the Lord's Supper. The Upper Room, 2015 Primary Sources of Liturgical Theology: A Reader, Dwight Vogel, ed. Collegeville: Liturgical Press, 2000. ISBN: 0814661785

Recommended Sources

Ratzinger J. Introduction to Christianity.1990. Ignatius Press, San Francisco.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
57)	SACRAMENTOLOGY III (Marriage & Orders)	SAC 3724	7	7

Rationale/Purpose: This course focuses on treating the theology of Marriage and Holy Orders rooted in the Sacred Scriptures and Tradition of the Church paying special attention on these Sacraments as lived vocations in the contemporary world.

Course Outline: This course focuses on treating the theology of Marriage and Holy Orders rooted in the Sacred Scriptures and Tradition of the Church paying special attention on these Sacraments as lived vocations in the contemporary world. The following topics will be covered:

- Introduction to the Holy Orders
- The institution
- Old Testament prefiguration and preparation
- In the New Testament
- Historical development of Priesthood
- The Sacramental sign (The matter, the form, the minister, the recipient and the grace received)
- Special questions: Ordination of women, requisites for validity of the sacrament of Holy Orders (canon 1024), Celibacy
- The Sacrament of Marriage: A natural institution
- The elements of natural marriage
- Definition of Marriage
- Marriage in the Sacred Scripture
- The Roman law
- The historical development of the Sacrament of Marriage
- The Sacramental sign (matter, form, minister, recipient and the grace received)
- Special cases

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Identify the sources for what the Church believes, teaches and confesses in its celebration of the Sacraments of Vocation of Marriage and Holy Orders.
- Articulate the Christological and Ecclesiological dimensions of these two Sacraments.
- Explain the historical development of Priesthood
- Identify the Sacramental signs
- Define the sacrament of marriage
- Distinguish the Roman law
- Discover the vocational life-style and spirituality of those called to Marriage and Holy Orders as found in the rich theology and rituals celebrating these two sacraments of vocation.

Specific Outcomes:

- Identify the Holy Orders
- Discuss the institution
- Compare and contrast Old Testament prefiguration and preparation
- Compare and contrast New Testament prefiguration and preparation
- Discuss the Historical development of Priesthood
- Discuss the Sacramental sign (The matter, the form, the minister, the recipient and the grace received)
- Explain Special questions: Ordination of women, requisites for validity of the sacrament of Holy Orders (canon 1024), Celibacy
- Discuss the Sacrament of Marriage: A natural institution
- Identify the elements of natural marriage
- 1Define Marriage
- Discus Marriage in the Sacred Scripture
- Discuss the Roman law
- Discuss the historical development of the Sacrament of Marriage
- Identify the Sacramental sign (matter, form, minister, recipient and the grace received)
- Discuss special cases

PRESCRIBED TEXTBOOK

Martinez, G. Signs of Freedom. 2003. Paulist Press. New York.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
58)	SACRAMENTOLOGY (Penance & Anointing)	SAC 4815	8	8

Rationale/Purpose: This course focuses on the theology of the Sacrament of Penance and Anointing of the sick in order to explain the value of these Sacraments.

Course Outline: The Penance and Anointing module contributes to the programme's knowledge mix in all modules as it enables student to come to appreciate the role of role played by these Sacraments of healing in the Theology of the Church. Also, how these Sacraments fit into the whole of the economy of salvation. The following topics will be covered:

- Introduction to penance and anointing
- Definition of the Sacrament of Penance
- Penance in the Sacred Scripture
- The role of the Church in mediating forgiveness
- Sacrament of Penance in the history of the Church
- Patristic era
- Sacramentality and necessity of penance
- The question of unpardonable sins
- The question of private ecclesiastical penance
- The sacramental nature: matter, form, recipient, minister and the grace received
- Introduction to Anointing of the sick
- Definition of the Anointing of the sick
- Anointing of the sick in the Sacred Scripture
- Historical development of the Sacrament of the Anointing of the sick
- Sacramental nature: matter, form, recipient, minister and the grace received.

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Narrate the links between the history of the celebration of Penance and Anointing of the sick and their present form.
- Reflect on the theology of the Sacraments of Penance and Anointing of the sick
- Identify the value of penance and anointing as they impact on the practical pastoral context.

Specific Outcomes:

- Define penance and anointing
- Define the Sacrament of Penance
- Discuss penance in the Sacred Scripture
- Discuss the role of the Church in mediating forgiveness
- Describe sacrament of Penance in the history of the Church
- Discuss Patristic era
- Contrast sacramentality and necessity of penance
- Discuss the question of unpardonable sins
- Discuss the question of private ecclesiastical penance
- Analyse the sacramental nature: matter, form, recipient, minister and the grace received
- Discuss the Anointing of the sick
- Discuss anointing of the sick in the Sacred Scripture
- Critic Historical development of the Sacrament of the Anointing of the sick
- Discuss sacramental nature: matter, form, recipient, minister and the grace received.

PRESCRIBED TEXTBOOK

Vorgrimler, H. 1992, Sacramental Theology. Collegeville, Minesota.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
59)	SACRED LITURGY I (Vat II & Documents)	SL 1516	7	5

Rationale/Purpose: The purpose of Introduction to Liturgy is to familiarise students with the Liturgical reform of the Second Vatican Council. This is very essential to be done in the first year of theology because students will become in touch with theological thinking and some Liturgical concepts which come with the module.

Course Outline: The module serves as an introduction to Liturgy because it deals with some selected conciliar and post-conciliar documents of the Second Vatican Council. In the following years the themes treated by these documents are done in more detail and touching on their historical development. Since Liturgy is not only an intellectual exercise but formational, students will learn will be kept in mind and heart what they learn for future practice. The following topics will be covered:

- Introduction to Liturgy
- Principles of Litugy
- Conciliar and post conciliar documents on liturgy
- Sacrosanctum Concilium
- Sacram Liturgiam
- Musicam Sacram
- Eucharisticum Mysterium
- Missale Romanum
- Memoriale Domini
- General Instruction on the Roman Missal
- On Holy Communion and the Worship of the Eucharistic Mystery outside Mass.
- Eucharistе sacramentum
- Firma in Tradition

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Present Liturgical concepts
- Present worship
- Identify the Supreme authority that presiders on Liturgical texts
- Present skills of research and reading.
- Teach and answer some basic questions on Liturgy
- Judge what is liturgical and what is not

Specific Outcomes:

- Discuss concepts of Liturgy
- Identify principles of Liturgy
- Analyse conciliar and post conciliar documents on liturgy
- Discuss Sacrosanctum Concilium
- Discuss Sacram Liturgiam
- Discuss Musicam Sacram
- Discuss Eucharisticum Mysterium
- Discuss Missale Romanum
- Discuss Memoriale Domini
- Describe general Instruction on the Roman Missal
- Perform Holy Communion and the Worship of the Eucharistic Mystery outside Mass.
- Discuss Eucharistе sacramentum
- Discuss Firma in Tradition

PRESCRIBED TEXTBOOK

Vatican Council II.1964. The Conciliar and Post Conciliar Documents. New York:Castello.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
60)	SACRED LITURGY II (Calendar & Cults of Saints)	SL 1526	7	5

Rationale/Purpose: This course will examine the liturgical theology of the annual celebration of major feasts and seasons of the church year in history and in the present reform with attention to ecumenical comparisons as well as to catechesis, spirituality, and pastoral practice. A historical and comparative liturgical theological analysis of the major feasts and seasons of the church year in Eastern and Western traditions is the goal of this course. This historical analysis seeks to provide the factual knowledge of the development of the church year in history. This approach accentuates the origins and the evolution of particular feasts. The development begins in the New Testament, which informs us about Christian life and thus is the benchmark of later developments. These later developments will be analysed in a detailed manner paying close attention to their evolution through the centuries. The course proceeds according to the development of particular feasts and not according to their position in the calendar.

Course Outline: The Liturgy module contributes to the programme's knowledge as it equips the students with the ability to understand the liturgical year, the feasts and therefore be ready to actualize and teach them in the pastoral life. The following topics will be covered:

- Time and Celebration in Religion and Ritual; Celebration in the Bible; Sacred History and Anamnesis
- Christ as Salvation History: The Mystery and the Mysteries.
- The Purpose of the Liturgical Year; Eschatology vs. History – Problems of Historicization; the Astronomical Calendar: Its Nature, History, Problems.
- From Sabbath to Sunday
- Easter.
- Holy Week.
- Lent.
- Pentecost.
- Christmas and the Epiphany.
- The Sanctoral Cycle and Holy Days; Quarter-tense Days and Seasonal Fasts, Stations, Dedications.
- The Liturgical Year in Various Traditions I I: Armenian, Coptic, Maronite, Ethiopian, Syrian Traditions

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Christ as Salvation history
- The purpose of the Liturgical Year
- The division and structure of the Liturgical Year in the Latin Church
- The Liturgical Year in the Armenian, Coptic, Maronite, Ethiopian and Syrian traditions
- The various cycles, solemnities, feasts and memoria that constitute the Liturgical Year.

Specific Outcomes:

- Discuss concepts of Liturgical Year
- Describe the Liturgical Calendar
- List and explain the major solemnities and feasts in the Liturgical Calendar
- Explain the move from Sabbath to Sunday
- Discuss the biblical and historical origin and rite of Lent
- Discuss the biblical and historical origin and rite of Easter
- Discuss the biblical and historical origin of Pentecost
- Discuss the nature, history and problems of the Astronomical Calendar

- Distinguish between the Latin, Armenian, Coptic, Maronite, Ethiopian and Syrian Liturgical Years and Cycles.

PRESCRIBED TEXTBOOKS

- T.J. Talley, 1991, The Origins of the Liturgical Year, Second, Emended Edition, New York
- R. F. Taft, Beyond East and West: Problems in Liturgical Understanding, Second Revised and Enlarged Edition, Rome 1997 Nocent, The Liturgical Year, 4 vols
- W. Vos & G. Wainwright, (eds.), Liturgical Time = SL 14, nos. 2-3-4 (1982)

Recommended Sources

- Paul F. Bradshaw and Maxwell Johnson, The Origins of Feasts, Fasts, and Seasons in Early Christianity. Liturgical Press 2011.
- Adam, Adolph. The Liturgical Year: Its History & Its Meaning after the Reform of the Liturgy, Collegeville 1981

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
61)	SEXUAL, MARITAL & FAMILY MORALITY	SMFM 4816	8	8

Rationale/Purpose: This module seeks to provide a biblical and Catholic approach to thinking clearly about the issues of family and sexual ethics in their many facets and dimensions. The institution of marriage and family life is in crisis in much of the Western world. Seeking personal happiness and fulfilment has taken priority over making long-term commitments. What is called 'traditional marriage', between a man and woman, is now viewed as some kind of religious quirk or one among many other options. In these confusing times how should Christians think biblically about marriage, sex and family?

Course Outline: Students are introduced to the Bible's radically alternative view to what is popular in our culture. In the Bible the sanctity and mystery of marriage is used to describe the relationship between Christ and the church. Therefore, marriage and family are important to God and are at the heart of God's plan for the world. God is pro-marriage and pro-family. Marriage is presented as the chief building-block for a good society. The purpose and goal of marriage is understood as a life-long commitment to living self-sacrificial love and service. Good marriages make the world a better place. So, when marriages fail, we can be sure that eventually society will also fail. The following topics will be covered:

- Introduction to sexual, marital and family morality
- Changes in the sexual and marital morality
- Approaches to sexual and conjugal morality
- Interpersonal and intra-personal sexuality
- Sexuality in the scripture, tradition and current church teaching
- Th sacrament of marriage
- Responsible parenthood
- Levels of contraception
- Introduction to marriage, sex and celibacy
- Virtue of chastity
- Failures in chastity and complex issues in sexual ethics
- Homosexuality and Gay rights
- Some interpersonal issues
- Offences against the dignity of marriage

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Articulate in positive terms an understanding of human sexuality and marriage in light of Catholic anthropology and the Catholic moral tradition
- Discuss the biblical foundations of a Catholic understanding of human sexuality and marriage, with focus on Pope St. John Paul II's "theology of the body"
- Discuss elements of a fruitful "celibacy for the kingdom" in society today
- Identify key moments in the development of understanding marriage as sacrament with reference to the biblical and theological foundations, especially the "theology of the body"
- Explain the central role of the virtue of chastity in the moral life, appropriate to one's personal vocation and state in life
- Explain how life and love are inextricably linked -- and the concrete implications of this truth for conjugal life (procreative responsibility, infertility, etc.)
- Critically analyse various pressing questions in contemporary cultural context in light of Catholic understanding of human sexuality
- Identify and address the pastoral dimensions of the above and appropriate pastoral resources

Specific Outcomes:

- Explore marital and sexual ethics, evaluating critically contemporary proposals within the discipline, and relate aspects of Christian ethics to the state of contemporary theological dialogue.
- Draw from the whole counsel of Scripture to articulate a biblically and theologically coherent vision of ecclesial, personal, social, and political ethics.
- Defend the churches of the Lord Jesus Christ by evaluating contemporary ethical models of human sexuality
- Equip the churches of the Lord Jesus Christ by training a new generation of Christians toward maturity in Christ through personal integrity and biblical understandings of sexuality.
- Magnify the glory of the Lord Jesus Christ by recognizing the coherence all ethical wisdom finds in Him as the pinnacle of revelation, the goal of creation, the head of the church, and the saviour of the world.

PRESCRIBED TEXTBOOK

Salzman A. Todd and Lawler G. Michael, "Sexual Ethics: A Theological Introduction", Georgetown University Press, USA, 2012

Recommended Reading

- Rev. Ronald Lawler, O.F.M. Cap., Joseph Boyle, Jr., & William E. May, "CATHOLIC Sexual Ethics: A Summary, Explanation, and Defense", 2nd Edition, Our Sunday Visitor Publishing Division, U.S.A., 1998
- O'Leary Dale, "ONE MAN ONE WOMAN: A Catholic's Guide to Defending Marriage", SOPHIA INSTITUTE PRESS, Manchester, UK, 2007

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
62)	SOCIAL MORAL THEOLOGY	SMT 4817	8	8

Rationale/Purpose: The purpose of the moral theology social ethics is to introduce students to the concept of social justice based on the principles of Catholic Social teachings. The module will further familiarise the students with social events around the world and particular are of location. To explore and explain the tension between balancing the needs of the individual against the needs of the common good. To study and understand key documents from catholic social teaching relating to building the human community.

Course Outline: The moral theology social ethics module contributes to the programme's knowledge mix in all modules as it enables better understand church documents on social issues and appreciate the role of catholic social thought in the modern world. The course also illustrates the relation between moral theology and other theological disciples in responding to social issues that affect the dignity human person. The following topics will be covered:

- Introduction to catholic social teaching
- Biblical foundation
- Pre-Constantanan church
- From Constantine to modern secular state
- Modern catholic thought
- Papal social teachings
- Principles of the church's social teaching
- Moral responsibility of community life
- Justice, nature of justice and classification of justice
- Theological understanding of human work
- Moral duties of the state
- Moral order of property
- Economic life
- Promotion of peace
- Care for the environment

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Define catholic social teaching
- Reflect on the catholic thought
- Engage in social action
- Evaluate social dimension in proclaiming the gospel
- Present moral order
- Relate moral order to economic life
- Promote peace and care for the environment

Specific Outcomes:

- Define catholic social teaching
- Discuss biblical foundation
- Analyse pre-Constantanan Church
- Contrast Constantine to modern secular state
- Describe modern catholic thought
- Analyse Papal social teachings
- Discuss principles of the church's social teaching
- Discuss moral responsibility of community life
- Challenge justice, nature of justice and classification of justice
- Discuss theological understanding of human work
- Identify moral duties of the state
- Discuss moral order of property
- Discuss economic life
- Analyse promotion of peace
- Discuss care for the environment

PRESCRIBED TEXTBOOK

Peschke, K. H. 2013. Christian Ethics: Moral Theology in the Light of Vatican II, Vol. II. Bangalore: Theological Publications in India Pages: 201 – 243 and 555-706

Recommended Sources

- Armeo, P.V 2009. Our Moral Life in Christ. Woodridge: Midwest Theological forum
- Catholic Social Thought (CST): The documentary Heritage. 2010. Edited by O'Brien, D. and Shanmon, T. New York: Orbis Books
- Dorr, D. 1992. Option for the poor: A Hundred Years of Catholic Social Teaching. New York: Orbis Books
- Krier Mich, M.L 2011. The Challenge and Spirituality of the Catholic Social Teaching. Maryknoll, New York: Orbis Books
- McKenna, E. K. 2013. A Concise Guide to Catholic Social Teaching. Notre Dame: Ave Maria Press
- Neurer, J & Dupuis, J. 2001. The Christian Faith: In the doctrinal Documents of the Catholic Church. Edited by Dupuis, J. New York: Alba House

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
63)	SPIRITUAL THEOLOGY I	ST 1518	7	5

Rationale/Purpose: This course focuses on establishing and laying the basic doctrinal and experiential foundations towards the internalization and integration of the personal, human, spiritual and holistic growth of the learner in the context of developing the spirituality of the Priest as outlined by Vatican II. The course further encourages personal growth and realization of self 'cultivating a series of human qualities'.

Course Outline: Spirituality module assists in that an individual is formed with interactive prayer exercises that assist in developing a life that is 'intimately united' to Jesus Christ and lays the foundation of pastoral spiritual formation as stated in PDV will be used. Not all Spiritualties are good therefore should not be followed. The following topics will be covered:

- Spirituality and spiritualties
- Definition of Spirituality and Religion
- Spirituality versus religion
- Spirituality of St Paul
- Overview of main spiritualties
- What is Christian Spirituality?
- What is catholic Spirituality?
- Sacred Scripture and Spirituality
- Sources and Elements/characteristics of Spirituality
- Spirituality of the early Church (Clemet of Alexandria, Ignatius of Antioch, Polycarp etc)
- Early Church Fathers teaching and their influence in Spirituality
- Relevance to Modern Christian

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

Narrate the different Spiritualties as lived in various religious backgrounds.
Narrate the vocation of priestly formation and practices of spiritual and religious values in relating to assessing personal and interpersonal values as interpreted and lived in contemporary society.
Identify priesthood in service of the Christian community.

Specific Outcomes:

- Differentiate spirituality and spiritualties
- Define Spirituality and Religion
- Compare and contrast spirituality and religion
- Discuss Spirituality of St Paul
- Summarise the main spiritualties
- Discuss Christian Spirituality?
- Discuss catholic Spirituality?
- Contrast Sacred Scripture and Spirituality
- Discuss sources and Elements/characteristics of Spirituality
- Describe spirituality of the early Church (Clemet of Alexandria, Ignatius of Antioch, Polycarp etc)
- Discuss early Church Fathers teaching and their influence in Spirituality
- Discuss relevance of spirituality to Modern Christian

PRESCRIBED TEXTBOOKS

- McGrath, A., 1999. Christian Spirituality, Massachusetts, Blackwell.
- Wright, W., 2009.The Essential Spirituality Handbook, Missouri, Liguori.
- Sheldrake, P., 2007. A Brief History of Spirituality, Maldern, Blackwell.

Recommended Sources

- Brown, D. Religion and Spirituality, New Perspectives, 2009. Scottsville, University of Kwazulu Natal.
- Varkey, C.P., 2015. Be Human Be Holy, Mumbai, St Pauls Press.
- Sheldrake, P. 1991. Spirituality and History, New York, The Crossroad Publishing Company.
- Church Documents;
- Congregation for Catholic Education (for Seminaries and Educational Institutions), Instructions of the Study of the Church Fathers in the Formation of Priests, Nairobi, Paulines Publications Africa.
- Vatican II Documents

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
64)	SPIRITUAL THEOLOGY II	ST 1528	6	5

Rationale/Purpose: 'Ignorance of history is ignorance of who we are'. This course will go back to the foundations of Spirituality. It looks at Martyrdom as a Spirituality and the development of the Desert Spirituality and Monasticism. It then tries to find out its relevance to a modern Christian especially here in South Africa.

Course Outline: The Spirituality module contributes to the programme's knowledge mix in all modules as it enables student to come to appreciate the role of spirituality in different eras, because the human values/virtues are the same for people of different times. Students benefit from the skills gained in this module in their theoretical and personal spiritual lives. Students are challenged to move away from the spiritual nativity of compartmentalization. The following topics will be covered:

- Definition of 'Martyrdom' and 'Desert'
- Martyrdom as a Spirituality
- Desert Spirituality (Look at Desert in Scripture)
- Desert Fathers and Desert Mothers (Their Teaching)
- Reflection on how Martyrdom and Desert changed their understandings in history
- Influence of other Religions to Christian Spirituality eg Jewish Spirituality etc
- St Anthony of Egypt (emphasis of the aloneness of)
- St Basil (founder of communal angle of Monks)

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Define 'Martyrdom' and 'Desert'
- Contrast Martyrdom as a Spirituality
- Define Desert Spirituality
- Identify Desert Fathers and Desert Mothers
- Comment on how Martyrdom and Desert changed the understanding of history
- Comment on St Anthony of Egypt
- Comment on St Basil
- Comment on St Benedict and Monasticism

Specific Outcomes:

- Distinguish 'Martyrdom' and 'Desert'
- Discuss Martyrdom as a Spirituality
- Discuss Desert Spirituality (Look at Desert in Scripture) understandings in history
- Discuss the influence of other Religions to Christian Spirituality eg Jewish Spirituality etc

- Compare and contrast Desert Fathers and Desert Mothers (Their Teaching)
- Discuss how Martyrdom and Desert changed the
- Discuss St Anthony of Egypt (emphasis of the aloneness of)
- Discuss St Basil (founder of communal angle of Monks)
- Discuss St Benedict and Monasticism

PRESCRIBED TEXTBOOKS

- Louth, A., 2003. The Wilderness of God, London, Darton Longman and Todd.
- Nomura Y., 1982. Desert Wisdom, New York, Orbis Books.

Recommended Sources

- ***Church Documents***
  - John Paul II, 1992. Patroes Dabo Vobis, I will give you Shepherds, Vatican.
- ***Vatican II Documents***
  - Aumann, J. 1992. Compendium of Spirituality, Vol. I, New York, Alba House.
  - Aumann, J. 1992. Compendium of Spirituality, Vol. II, New York, Alba House.
  - Sheldrake, P.2007. A Brief History of Spirituality, Malden, Blackwell Publishing.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
65)	SYNOPTIC GOSPELS / ACTS I (Mark & Matthew)	SG 2618	7	6

Rationale/Purpose: This module is aimed at assisting student to know the author, the date, the provenance, the audience and the purpose of the Synoptic Gospels, with particular focus on Mathew and Mark. The students should understand the relation of the three Synoptic Gospels and to be able to solve the so-called "Synoptic Problem". Furthermore, the module focuses on developing adequate knowledge of the content, structure and theology of the two synoptic Gospels. The synoptic gospel analysis contributes to better understanding of some of the themes and theologies of the Synoptic Gospels such as Davidic Messiah-ship, the Kingdom of God, the Parousia etc.

Course Outline: Since the bible is the basis of all theological discourses and development, the dogma of the Christian faith and all Christian religious sciences, a good and balanced interpretation of the bible is a sine qua non necessity. Biblical archaeology thus contributes towards a better understanding and interpretation of the bible, leading to balanced and well-informed theological understandings of the traditions contained in the bible. The following topics will be covered:

- The Map of Palestine in the time of Jesus
- The socio-political and cultural environment during the time of Jesus
- Different religious and political groups in Judea
- The Two Documentary Source
- Authorship, Audience, Date and Purpose of Mark
- The Theology of Mark
- Mark's presentation of Jesus and his message
- Authorship, Audience, Date and Purpose of Matthew
- Mathew's presentation of Jesus and his message
- The Theology of Matthew
- Discipleship in the Gospels of Mark and Matthew
- Apocalypticism in the Synoptic Gospels
- The Synoptic view on the Birth, Death and Resurrection of Jesus
- The Synoptic Gospels on the universal mission of Jesus Christ

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Provide an overview of the Synoptic Gospels
- Locate places on the Map of Palestine
- Narrate the gospel of Mark
- Narrate the gospel of Matthew
- Narrate the gospel of Luke
- Contrast the synoptic gospels

Specific Outcomes:

- Discuss the Map of Palestine in the time of Jesus
- Distinguish the socio-political and cultural environment during the time of Jesus
- Different religious and political groups in Judea
- Discuss the Two Documentary Source
- Analyse the Gospel of Mark: Authorship, Audience, Date and Purpose
- Analyse the Gospel of Mark: His presentation of Jesus and his message
- Analyse the Gospel of Matthew: Authorship, Audience, Date and Purpose
- Analyse the Gospel of Matthew: His presentation of Jesus and his message
- Discuss the Gospel of Luke: Authorship, Audience, Date and Purpose
- Discuss the Gospel of Matthew: His presentation of Jesus and his message
- Discuss Infancy Narratives in Matthew and Luke
- Discuss Apocalypticism in the Synoptic Gospels
- Analyse the Synoptic view on the Birth, Death and Resurrection of Jesus
- Analyse the Synoptic Gospels on the universal mission of Jesus Christ

PRESCRIBED TEXTBOOKS

- Collins, A. Y., Mark (ed. H. W. Attridge) (Hermeneia-CHCB; Minneapolis, MN 2007).
- Nolland, J., The Gospel of Matthew. A Commentary of the Greek Text (Grand Rapids, MI – Cambridge, UK 2005).
- Strauss, M. L., Mark (ed. C. E. Arnold) (ZECNT; Grand Rapids, MI 2014).

Recommended Sources

- Matthew, K., «Jesus Christ: The Son of David, The Son of Abraham» The Meaning and Function of Genealogy in Matthew's Gospel. An Exegetico-Theological Study of Mt 1, 1-17 (Diss; Pontificia Universitas Gregoriana, Romae 2009).

- Matthew, K., «Jesus Christ: The Son of David, The Son of Abraham» The Meaning and Function of Genealogy in Matthew's Gospel. An Exegetico-Theological Study of Mt 1, 1-17 (Diss; Pontificia Universitas Gregoriana, Romae 2009).

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
66)	SYNOPTIC GOSPELS / ACTS II (Luke/Acts)	SG 2628	7	6

Rationale/Purpose: This module is aimed at assisting student to know the author, the date, the provenance, the audience and the purpose of the Synoptic Gospels (Luke & Acts). The students should understand the relation of the Gospel to that of Acts. Furthermore, the module focuses on developing adequate knowledge of the content, structure and theology of each of the two-volume work. Luke uses two structural components to give shape to his overall narrative: geography and literary prophecy. Each ultimately serves and points in the same direction and serves his overall purpose.

Course Outline - Students are introduced to the Synoptics gospels and the book of Acts. The following topics will be covered:

- Introduction to the Gospel of Luke
- The Prophetic Structure of Luke and Acts
- Religious Themes in Acts
- The Preface to the Gospel [1:1 – 4]
- Prophecy and Enthronement [Acts 1:1 – 11]
- The Infancy Narratives
- The Temptation of Jesus [4:1-13]
- The Good News of the Kingdom [4:14 – 5:11]
- A Sinful Woman is Forgiven [7:36 – 50]
- Unique Lukan Parables
- The Walk to Emmaus [24:13 – 35]

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Understand the social settings of the New Testament gospels of Matthew, Mark, and Luke and the Acts of the Apostles.
- Understand the basic theological ideas of Matthew, Mark, and Luke-Acts,
- Be aware of the historical problem of how to reconstruct the life and teachings of Jesus.
- Understand the life and teachings of Jesus of Nazareth and how they were a response to the beliefs and social structures of first century Jewish Palestine.
- Be aware of the relevance of the teaching of the evangelists and Jesus to such contemporary problems as the proper Christian attitude toward the poor and women.

Specific Outcomes:

- Encounter a representative range of key exegetical figures and modes of Gospel scholarship.
- Appreciate fundamental issues in the interpretation of Matthew, Mark, and Luke (and Acts).
- Recognize theological motifs characteristic of each synoptic Gospel.
- Understand major aspects of the life and teaching of the Lord.
- Attain basic literacy in the study of Gospel revelation and acquire the skills necessary to teach and preach these texts soundly to a lay audience.
- Exercise theological judgment in interpreting select Gospel passages.

PRESCRIBED TEXTBOOK

Green, Joel B. The Gospel of Luke · NICNT, 1997

Recommended Reading

Trites, A. A. –Larkin, W. J. (ed.), The Gospel of Luke (CBC 12; Illinois 2006).

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
67)	THE ENVIRONMENTAL CRISIS – A Challenge for Moral Theology **[Elective]**	EC 2603	5	6

Rationale/Purpose: The aim of the module is for students to study and understand the environment in relation to the human person. It is aimed at reflecting and raising awareness of the environmental issues that affect humanity and the rest of creation.

Course Outline - The following topics will be covered:

- Christian vision of nature and creation
- Fundamental orientation for ethics of the environment
- Ecological ethics
- The crisis in the relationship between man and the environment.
- The use of biotechnology and sharing of goods
- Integral ecology
- Ecological spirituality

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Background knowledge and critical thinking skills to appreciate more deeply the teaching of the Christian tradition in matters of ethical reflection and conduct.
- The fundamental concepts and principles employed in contemporary post-Vatican II moral theology so that they are better able to explore the complexities of current ethical issues.
- An overview of the scope of Roman Catholic moral theology, its contemporary scholarship, and some developments in its recent renewal.
- An appreciation for the link between faith, spiritual life, morality and reason.
- Approaches to the process of moral discernment to enable them to support and empower others in ethical decision-making.

Specific Outcomes:

- Identify and analyze current ethical debates from the perspective of Christian moral theology.
- Apply contemporary Roman Catholic moral theology to pastoral concerns.
- Develop a systematic, faith-based approach to ethical reflection.
- Develop capacity in the process of moral discernment and apply it to the pastoral setting.

PRESCRIBED TEXTBOOK

Light Andrew and Rolston III Holmes. 2009. Environmental Ethics. Malden, USA: Blackwell Publishing.

Recommended Reading

- Jenkins, W. J. 2008. Ecologies of Grace: Environmental Ethics and Christian Theology. Oxford: Oxford University Press.
- Sideris, Lisa. 2003. Environmental Ethics: Ecological Theology and Natural Selection. New York: Columbia University Press.
- O'Brien Kevin J. 2020. An Introduction to Christian Environmentalism: Ecology, Virtue and Ethics. Texas: Baylor University Press.
- Pontifical Council for Justice and Peace. 2004. Compendium of the Social Doctrine of the Church, Nairobi: Pauline Publications.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
68)	THE PSYCHOLOGY OF DEATH & BEREAVEMENT **[Elective]**	PDB 2606	5	6

Rationale/Purpose: The main purpose of this module is to give the students a sound and mature psychological approach, competence and acquaintance in dealing pastorally with issues related to suffering, death and grief in our society today.

Course Outline: Students will explore interesting and challenging ideas around death, dying and grief. This is an introduction to death, dying and grief, invites you to think more deeply about death and dying and encourages you to think about it in different ways. The module will cover History and Contributions of Elizabeth Kubler-Ross to the Psychology of death and dying. The following topics will be covered:

- Theology and Application.
- Bereavement and Grieving from the African Point of view.
- Healing the Grief (Thes 4: 13).
- Pastoral Care to the Grieved.
- What to say?
- When you do not know what to say.

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Understand that individuals and societies make sense of death in different ways
- Understand that there is diversity in our beliefs about death and dying
- Understand some key ethical dilemmas in dying and assisted dying decisions
- Understand some of the diverse expressions of grief.

Specific Outcomes:

- Discus Theology and Application.
- Differentiate Bereavement and Grieving from the African Point of view.
- Discuss Healing the Grief (Thes 4;13).
- Discuss pastoral Care to the Grieved.
- Know What to say
- Know When you Don't know what to say.

PRESCRIBED TEXTBOOKS

- Mwtti Pether R., Understanding Grief as a Process, Nairobi; Uzima Press 2003
- Kuble-Ross, E., On Death and Dying, London: Routledge 1969

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
69)	THEOLOGICAL METHOD **[Elective]**	TM 1506	5	5

Rationale/Purpose: This course focuses on the study of the major concepts of Christian theology and interrelationships with philosophical and other theological disciplines. Since theology is a science it has its own method. Every branch of theology has its own manner of proceeding.

Course Outline: This course provides a critical study of resources and challenges for advanced work in theology. This approach to the study of theological method will give specific attention to how the recovery and use of non-traditional sources of God-talk and moral life (prayers, songs, story, etc.) are creating new theological paradigms. How traditional sources of theology (scripture, tradition, reason and experience) are interpreted, through the lens of different cultures and contexts of oppression and social relations of domination and subordination, will also be explored. It investigates how methods matter for the formation and adjudication of Christian theology, practices and moral agency in specific global and local contexts. The following topics will be covered:

- Historical investigation and Theological investigation
- Doing theology as a critical reflection on praxis
- Theology and context
- Models of contextual theology
- The Catholic Method
- Tensions in the vision
- Catholicism and fundamentalism

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Alert students to the decisions which must be made in writing theology.
- Acquaint students with the methods and purposes of some contemporary theologians and systems of theology.

- Encourage students to reflect upon their purposes in studying theology and upon methods which they might employ in writing theology.

Specific Outcomes:

- Discuss historical investigation and Theological investigation
- Discuss theology as a critical reflection on praxis
- Differentiate theology and context
- Analyse models of contextual theology
- Discuss the Catholic Method
- Discuss tensions in the vision
- Discuss Catholicism and fundamentalism
- Discuss theology in global perspective

PRESCRIBED TEXTBOOK

- Steven Bevans, An Introduction to Theology in Perspective, Maryknoll, New York 2012.
- Stephen B. Bevans, Models of Contextual Theology. (Orbis Books, 1992).

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
70)	VATICAN II: A Theological Event	VAT II 4803	7	8

Rationale/Purpose: To acquaint students with Vatican Council II as a theological event that demands adequate hermeneutics in order to assess its genesis and impact.

Course Outline:

- The theological and ecclesial context from which the Council emerged
- The genesis, development and hermeneutics of the documents
- The reception of the Council as far as liturgy, theology, scripture, ecumenism, interfaith dialogue, social commitment, and inculturation are concerned
- The contemporary reception of the documents of the Council

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Define Vatican II council
- Articulate and explain the theological context of the Council
- Articulate and explain the ecclesiastical context of the Council
- Know and explain the specific challenges that lead to the rise of the Council
- Identify the challenges the Council was faced with
- Name and summarise the documents produced by the Council
- Distinguish between Vatican II Council and other previous councils

PRESCRIBED TEXTBOOK

Sullivan Maureen, OP, 2007, The road to Vatican II, Paulist Press, New Jersey

Recommended Textbook

- Congar Yves, 1968. True and False Reform in the Church, Liturgical Press, Minnesota
- Flannery Austin, OP, 1975, Vatican Council II (Vol I) The Conciliar and Post Conciliar Documents, Costello Publishing Company, New York

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
71)	VIRTUE, SIN & GRACE	VSG 4824	7	8

Rationale/Purpose: This module is aimed at exploring the concept of evil and the original sin in the world and its destructive effects on all created beings. It also focuses on the development of character in moral development.

Course Outline: The Social Ethics module contributes to the programme's knowledge mix in all modules as it enables the students to come to appreciate the role of virtue ethics in human relationships. Students benefit from the skills gained in this module in their academic and personal, and professional lives. The course is to demonstrate that good character is formed and influenced by various factors, for example, family background, cultural group, the Church, etc. In that sense, students will be challenged to develop good habits, becoming good and responsible citizens. The following topics will be covered:

- Place of humanity in Creation
- St. Augustine doctrine of sin and grace
- St. Thomas Aquinas doctrine of sin and grace
- The doctrine of justification
- The fall, original sin
- Nature of virtue
- Conversion
- Christian Life, universal call to holiness
- Theological virtues
- Cardinal virtues

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Define catholic social teaching
- Reflect on the catholic thought
- Engage in social action
- Evaluate social dimension in proclaiming the gospel
- Present moral order
- Relate moral order to economic life
- Promote peace and care for the environment

Specific Outcomes:

- Define catholic social teaching
- Discuss biblical foundation
- Analyse pre-Constantanan church
- Contrast Constantine to the modern secular state
- Describe modern catholic thought
- Challenge justice, nature of justice and classification of justice
- Discuss theological understanding of human work
- Identify moral duties of the state
- Discuss moral order of property
- Discuss economic life

- Analyse Papal social teachings
- Discuss principles of the church's social teaching
- Discuss moral responsibility of community life
- Analyse promotion of peace
- Discuss care for the environment

PRESCRIBED TEXTBOOKS

- Armeo, P.V 2009. Our Moral Life in Christ. Woodridge: Midwest Theological forum
- Cessarion, R. 2009.The Moral Virtues and Theological Ethics. Notre Dame, Indiana: University of Notre Dame Press.
- Curran, C. E. and Fullam, L. A. (eds). 2011. Virtue. Readings in Moral Theology, 16. Mahwah, New Jersey: Paulist Press.

Recommended Sources

- Flannery, A. 1975. Vatican Council II: The Conciliar and Post Conciliar documents. Volume 1. Newport, New York: Costello.
- Gratch, E. J. 1981. Principles of Catholic theology: a Synthesis of Dogma and Morals. New York: Society of St. Paul.
- Harrington, D. and Keenan, J. 2002. Jesus and Virtue Ethics: Building bridges between New Testament Studies and Moral Theology. Lanham, Maryland: Sheed & Ward.

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
72)	WISDOM & PSALMS	WP 4825	7	8

Rationale/Purpose: To expose students to the Biblical Wisdom Literature (BWL). Included in the module will be the exposition and analytical discussion of the books of Proverbs, Psalms, Job, Sirach, Ecclesiastes and Wisdom of Solomon. The aim is familiarity with Wisdom literature and its overall influence on the Israelites worldview and theological teachings. This familiarity will help towards a better exegetical interpretation of the Sacred Scripture. Knowledge of the genre, origin and objective of Wisdom literature, taking into account the entire Ancient Near Eastern (ANE) context. Familiarity with some critical questions raised by the same literature, and critical evaluation and application thereof in the present socio-political, cultural and religious context of South Africa. Awareness of some of difficult and unresolved questions, as well as challenging.

Course Outline: Among others, the BWL presents retributive theology which permeates a number of the Old Testament (OT). It is also contained in the Deuteronomistic History and Theology that characterises the OT Prophetic and Historical Writings. It therefore is a helpful basis for exegesis, and opens up the whole new world of understanding and knowledge. Its battle with meaning of existence, life and death, blessings and curses, prosperity and poverty etc., makes it relevant to both the OT and New Testament studies. Moreover, it is well positioned as a culmination of all the modules studied in three years. After all is set and done, wisdom literatures compels students to steep deeper into the realities and challenges of real life, debate all the theologies learnt and critically expound on their relevance and importance in the present context. The following topics will be covered:

- Introduction: Definition of biblical wisdom, its origin, genre and objective.
- Characteristics of Wisdom literature
- Introduction to the book of Proverbs: Background, Structure, Provenance etc
- Exegetical Analysis of the book of Proverbs, its content, theology and message
- Introduction to the Book of Wisdom
- Introduction to Psalms: Origin, Provenance, Division, Structure and Types
- Psalms and Hebrew Poetry
- Types and Psalms and Their Structure
- The Theology of the Psalms
- Introduction to the Book of Job
- Job, Theodicy and Retributive Theology
- Introduction to the Book of Ecclesiastes
- The Theology and Relevance of Ecclesiastes
- The book of Sirach

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Be familiar with biblical wisdom
- Distinguish between different kinds of wisdom
- Identify the books of wisdom
- Know and understand the theology and worldview behind psalms and wisdom literature
- Have a brought understanding on the nature of Psalms, kinds of Psalms, their Theology, message and context of authorship and use
- Have an in-depth understanding of the purposes and messages of the books of Job, Ecclesiastes, Wisdom of Solomon, Wisdom of Sirach and the book of Proverbs. Comment on the book of Job

Specific Outcomes:

- Define biblical wisdom, its origin, genre and objective.
- Identify characteristics of Wisdom literature
- Discuss the book of Proverbs: Background, Structure, Provenance etc
- Analyse the book of Proverbs, its content, theology and message
- Discuss Psalms: Origin, Provenance, Division, Structure and Types
- Contrast Psalms and Hebrew Poetry
- Distinguish different types of Psalms and Their Structure
- Discuss the Theology of the Psalms
- Discuss the Book of Job
- Analyse Job, Theodicy and Retributive Theology
- Discuss the Book of Ecclesiastes
- Discuss the relevance of Ecclesiastes
- Discuss the book of Sirach

PRESCRIBED TEXTBOOKS

- Chiu, J. E. A., The Psalms. An Introduction (New York – Mahwah, NJ 2014).

- Grabbe, L. L., Wisdom of Solomon (A Continuum Print) (ed. A. T. LINCOLM, KNIBB, M. A, WHYBRAY, R. N) (T & T Study Guides; New York 1997)
- Kelly, H. A., Satan. A Biography (Cambridge 2006).
- Konkel, A. H – Longman III, T., Job, Ecclesiastes, Song of Songs (ed. P. W. COMFORT) (CBC; Illinois 2006).
- Wright, A. G, "Ecclesiastes/Qoheleth". The New Jerome Biblical Commentary (eds. R. E. BROWN– J. A. Fitzmyer – R. E. Murphy) (Englewood Cliffs 21990) 489-495.

Recommended Material

- Cottrill, A. C., Language, Power and the Identity in the Lament Psalms of the Individual (New York – London 2000).
- Eaton, J., The Psalms. A Historical and Spiritual Commentary with Introduction and New Translation (New York 2003).
- Hossfeld, F-L – Zenger, E., Psalms 2: A Commentary on Psalms 51-100 (Hermeneia-CHCB; Minneapolis 2005).

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
73)	WOMEN IN THE MISSION OF THE CHURCH	WMC 3703	5	7

Rationale/Purpose: The main purpose of this Module is to promote research on the contribution of women to the mission of the church and to develop patterns and methodologies of partnership of women and men in ministry for today.

Course Outline: Missionary Protagonist and Partnership of Women/Men in the New Testament writings particularly in the Acts of and Pauline Literature. Women and Men in the Monastic evangelization of Europe during first Women in Mission in the nineteen and twenty centuries until Vatican II. From Vatican II to our present time in the context of the emerging new missionary challenges. The following topics will be covered:

- The Role of women in the old and New Testament.
- Blessed Virgin Mary as the model of Women of Faith and Prayer.
- The challenges women face in the ministry.
- Ecological concerns new slaveries particularly for women and children.
- Patterns of and challenges to collaboration women and men in Mission.
- Gender issues- justice and peace integrity of creation.

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Define the Role of women in the old and New Testament.
- Understand the Blessed Virgin Mary as the model of Women of Faith and Prayer.
- Understand the challenges women faces in the ministry.
- Analyse ecological concerns new slaveries particularly for women and children.
- Identify patterns of and challenges to collaboration women and men in Mission.
- Identify gender issues- justice and peace integrity of creation.

Specific Outcomes:

- Discuss the Role of women in the old and New Testament.
- Discuss the Blessed Virgin Mary as the model of Women of Faith and Prayer.
- Distinguish the challenges women faces in the ministry.
- Analyse ecological concerns new slaveries particularly for women and children.
- Discuss patterns of and challenges to collaboration women and men in Mission.
- Discuss gender issues- justice and peace integrity of creation.

PRESCRIBED TEXTBOOKS

- Clifford, A.M., Feminist Theology. An Introduction, Maryknoll, New York: Orbis Books 2001
- Congregation for the Doctrine of the Faith, on the Collaboration of men and Women in the Church and in the World, Rome 2003
- Amoah, E., ed., Divine Empowerment of Women. In Africa's Complex Realities, SWLPI, Accra: Ghana 2002.
- Ferder, F.-Heacle, J., Partnership Women and Men in Ministry, Notre Dame: Ave Maria Press 1989

	MODULE NAME	MODULE CODE	CREDITS	NQF LEVEL
74)	WORK INTEGRATED LEARNING (WIL)	WIL 3711	50	7

Rationale/Purpose: Work Integrated Learning (WIL) ensures that students are provided with balanced education that incorporate knowledge acquisition and critical judgement; both thinking and acting; reflection and engagement; career development and informed citizenship; growth as an individual and greater connectivity with the larger community. The ideal of experiential education is to help students achieve these balances in a manner sensitive to the characteristics and needs of their individual disciplines, fields, and professions.

Course Outline: The WIL module offer students the opportunity to apply theoretical skills in a real world scenario. This module is critical to shaping students outlook, expectations and understanding of the Bachelor of theology. It offers real world experience in the industry whilst adding valuable practical experience to the students resume. In essence is an opportunity for application of theoretical learnings. In the third year of Bachelor of theology, students are required to undergo experiential learning and present a portfolio of evidence to show in- depth analysis and application of

knowledge acquired during the cycle of learning. This student is deployed to a church community for a period of six months under the supervision of a church leader to work on church projects as assigned by the supervisor.

COURSE OBJECTIVES - Exit Level Outcomes. Upon successful completion of this module, the student will be able to:

- Have a better understanding of oneself, including one's weaknesses and strengths, and where to improve
- Have first-hand experience of pastoral ministry
- Have pastoral and ministerial skills on how to respond to different pastoral needs and challenges
- Have an integrated understanding of theological theory and ministerial practice.
- Have confidence in performing liturgical rites and carrying out pastoral duties and responsibilities
- Be familiar with the rubrics and feel of different Church rituals, liturgies and para-liturgies.
- Have a developed practical understanding of how to relate to, and deal with, the Christian community professionally and pastorally
- Have a better understanding of how to apply learnt scholarly theories into practical life situations

Specific Outcomes:

- Familiarity with the diocesan and parish structures and governance
- Familiarity with Church rituals and activities
- Familiarity with real pastoral issues that affect the Christian community
- Growth in self-understanding and self-confidence
- Growth in the understanding of one's vocation and what it entails
- Pastoral and ministerial skills on how to preach and minister to the Christian community.

PRESCRIBED TEXTBOOK

St John Vianney Seminary Pastoral Internship Guides

CRITICAL CROSS-FIELD OUTCOMES | ASSESSMENT STRUCTURE | MODERATION OF MODULES

CRITICAL CROSS-FIELD OUTCOMES:

1)	Identifying:	Identify and solve problems in which responses display that decisions using critical and creative thinking have been made.
2)	Working:	Work effectively with others as a member of a team, group, organization, community.
3)	Organizing:	Organize and manage oneself and one's activities responsibly and effectively.
4)	Collecting:	Collect, analyze, organize and critically evaluate information.
5)	Communicating:	Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation.
6)	Science:	Use science and technology effectively and critically, showing responsibility towards the environment and health of others.
7)	Demonstrating:	Demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation.
8)	Individual Awareness:	Reflecting on and exploring a variety of strategies to learn more effectively. Being culturally and aesthetically sensitive across a range of social contexts.

THE ASSESSMENT STRUCTURE:

COMPONENT	WEIGHTING
Formative Assessment:	40%
Summative Assessment – Exam:	60%

The examination is a closed-book final examination covering all the module outcomes

Pass Mark:	You are required to achieve a weighted average of **50%** in order to pass this subject.
Pass with Distinction:	Where a student achieves an average mark of **75% and above,** such a student passes with distinction.

ATTENDANCE POLICY:

- It is a **requirement** that students attend classes in order to gain a thorough understanding of the course content.
- In the event that a student is absent during a class activity assessment such an assessment will attract a **zero grade**.
- In the case of **illness** or other extenuating circumstances appropriate documentary proof must accompany a request for late submission.

MODERATION OF THE MODULE:

The module will be moderated in the following manner:

- All learning materials such as slides, hand-outs, classroom exercises and any other learning materials distributed to students will be prepared by the assessor and moderated internally by a permanent member of the department;
- All assessments, including tests, assignments, examinations and supplementary examinations, will be prepared by the assessor, moderated internally by a permanent member of the faculty, then externally by a recognized external moderator.

Final Year Research Paper
In partial fulfilment of the
Bachelor of Theology Degree
(BTH)

RESEARCH PAPER INFORMATION & PROCEDURES

1. **CRITERIA:** Every student in Theology is expected to have written a research paper as partial fulfilment of his academic life in St John Vianney National Seminary NPC.

2. **THE OBJECTIVE:** The objective of this paper is to cultivate the spirit of scholarship in students.

3. **TOPICS:** The student will be left free to choose a topic to be written on, and it will be the duty of the Academic Committee to assign a moderator to the student. Each Research Topic should conclude by stating the Pastoral Implications of the research.

4. **FOCUS AREAS:** The topic chosen should be selected from the following four major areas: Sacred Scripture, Ecclesiastical Sciences, Moral Theology and Systematic Theology.

5. **TIME FRAME:** The Theology HOD determines the submission date of finished research papers.

6. **LENGTH OF RESEARCH PAPER:** The research paper is expected to be between (8000-14000 words) font style **"Times New Roman" font size 12 and 1.5 spacing**. This excludes the Front and Bibliography pages.

7. **MARK ALLOCATION OF THREE COMPONENTS OF THE BTH EXIT LEVEL**
   - 7.1. Year Mark - 50%: [The Four Years' marks will be calculated to make up **50%** of the total mark.]
   - 7.2. Research Paper - 20%: [The Research Paper will be marked by the Moderator, and then, an External Examiner. The mark of the Moderator and the External Examiner will be added together and then divided by two **(2)** to get the student's final research mark.]
   - 7.3. Oral Examination - 30%: [The Oral Exam will be **45** minutes]

I) PROCEDURES TO BE FOLLOWED REGARDING THE SUBMISSION OF PROPOSALS

1. **Procedures**

The usual procedure for drafting a proposal and having it approved is as follows:

1.1. A candidate is required to draft a proposal for his Research Topic, which must be approved, in the first instance, by the Head of Department.
1.2. After the HOD has approved the proposal, it is sent by the HOD to the Academic Committee for final approval.
1.3. The relevant final approval forms must accompany the proposal so as to gain final approval.
1.4. If the AC approves the proposal, a Moderator is appointed and the Candidate may begin his research.
1.5. Should the proposal not be given approval, the AC reports to the HOD what changes need to be effected.
1.6. The HOD then briefs the Candidate who must make the changes and re-submit the proposal via the process as mentioned above.
1.7. Should the AC not approve the proposal, the reasons are communicated to the HOD and the Candidate must make the required changes and re-submit the proposal via the HOD.

2. Purpose and Characteristics of a Research Proposal

All Research Proposals have the following features in common:

2.1. An explanation, in a compact and precise fashion, of the nature of the research: why it is needed, and how it will be done (what, why and how).

2.2. A Research Proposal functions as:

2.2.1. A clear delineation of the research project to be undertaken.

2.2.2. A means of communication from the Researcher to those who will assess and approve the work, a plan of action to describe the scope, aims, and step by step procedures.

2.2.3. A contract that will form the basis of an agreement between the student as Researcher, Moderator and the Registrar.

While no original contribution to knowledge is required, in order for the research to be of any significance, there must be sufficient exploration and analysis of data to provide a new perspective or understanding of a situation, a phenomenon, a problem, or a theme in some or other field or sub-field of interest or concern, and to suggest issues which would benefit from further original research.

A Research Proposal is a straight forward document. It should not be cluttered with extraneous matter. It begins with a statement of what the problem, issue, or question is. Whatever does not contribute directly to the delineation of the research interest only obscures and should be eliminated. A Research Proposal is clean, clear and economical. The language must be clear, precise and sharp.

A proposal is clearly organised and should be written in conventional prose style, and thoughts are expressed in simple paragraph form. A Research Proposal must be presented without mistakes. Edit the document carefully. Consult your Moderator as soon as one has been appointed. The Research Paper must demonstrate that the student has mastered the method(s) of research appropriate to the field of study, as an acquaintance with the relevant literature and ability to think independently.

2.3. Appointment of a Moderator

End the proposal by adding a line in which you provide two names of a possible Moderator. Students must NOT personally approach a Moderator. However, the student may suggest the name of a person(s) with whom he would like to complete the Research Paper. Once, the Moderator has been appointed by the AC, the Moderator may be consulted by the student as often as necessary, and acts as a guide throughout the Research Process.

2.4. Agreement Between the Supervisor and the Student

Students and Moderators are also required to sign an Agreement between themselves (the original of which must be lodged on the Student's file in the office of the Registrar) agreeing to the sort of contact to be set up between themselves. Blank copies of this agreement should be available from the Registrar's office.

2.5. Submission of Research Proposal

Once the HOD or Moderator has approved the proposal, the Student must submit seven (7) copies of the proposal to the Registrar for submission to the AC. The Registrar will ensure that these are expeditiously handled so that no delays occur on the part of the Seminary. Once the AC is satisfied, the Registrar writes to the candidate and the Moderator to advise them on the outcome of the Committee's assessment.

2.6. Cover Page of the Research Proposal

Title of the Research Paper

Researched Paper Presented to St John Vianney National Seminary NPC in Partial Fulfilment of the Requirements of the Bachelor of Theology Degree.

By

Student Name

Student Number

Month and Year

2.7. Proposal Structure - Basic Elements:

2.7.1. Information Identifying the Researcher / Field of Study / Supervisor.
2.7.2. A Provisional or Working Title.
2.7.3. **Background Details and a Rationale for the Project:** In what context does the project originate, and why is it worth engaging?
2.7.4. A Literature Survey indicating the state of current thinking on the Main Issues.
2.7.5. Statement of the General Research Problem and a Thesis Statement saying what precisely you will argue for and an indication of the range of objectives related to the core problem.
2.7.6. **Details of your Research Design and Research Methodology**: What kind of theoretical approach or methodological approach, or framework of the investigation will you adopt, and what particular methods and procedures and resources will you use?
2.7.7. **Chapter Outline**: What Chapter Divisions do you envisage?
2.7.8. **Timeline**: By what time will you complete different stages of the project?
2.7.9. **Representative Bibliography**: Indicate key primary and secondary literature.
2.7.10. End the Proposal by adding a line on which you provide two names of a possible Moderator. You may not personally approach a Moderator. However, you may suggest the name of the person under whom you would like to complete the Research Paper.

The Proposal is a project planning document that communicates a student's thinking about the Project he is beginning. The more thought you put into this, the more organised and clearer your proposal will be. Similarly, the more effort you give to the literature survey, the more informed and focused and substantial the proposal will be. This gives the Moderator evidence that you have prepared and that you are beginning to know your way around the subject matter. At the same time, it gives you a good beginning and a clear direction and a firm grasp on the issues (see Mouton, 2001:45- 46).

2.8. Draft Letter of Approval of Proposal for Research Paper

Dear (***Name of Student***)

Approval of Research Paper Proposal

I have the pleasure to inform you that the Academic Committee, at its meeting held on (***Date***), approved the outline and title of your proposed research paper, namely, (***Title of the Research Paper***).

The Academic Committee has also granted you Final Approval for your Research.

The Academic Committee has approved the appointment of (***Name of the Moderator***) as your Moderator to assist you with the Research Paper.

Your Research Paper **must** be submitted for moderation by… (***Date***).

I enclose a set of guidelines relating to the Research which I think you will find helpful.

With best wishes for a successful project.

Yours sincerely,

Rev Fr **[Theology HOD]**

II) CRITERIA FOR MODERATING RESEARCH PAPERS

1. In Reporting on the Research Paper, Examiners are Usually Asked to Respond to the Following:
   1.1. Is the scope of the research paper clearly defined?
   1.2. Is the nature of the topic adequately interpreted?
   1.3. Is there evidence of sufficient engagement with the relevant literature?
   1.4. Is sufficient command of appropriate techniques of research and analysis demonstrated?
   1.5. Is the research well-structured and coherently argued?

1.6. Does the research reveal a command of the formal conventions of scholarship (such as referencing and bibliography)?
1.7. Has the student paid adequate attention to linguistic and formal features of presentation such as grammar, style and layout?
1.8. What are the strengths and weaknesses of the research?
1.9. Is the research successfully proved or pursued?

2. Standard of Achievement:
2.1. 85% and over: A truly outstanding distinction; masterly coverage demonstrating advanced levels of understanding, originality and analysis or research (theoretically and/or empirically) over and above that required for other distinction categories below. Worthy of publication as is.
2.2. 80% - 85%: A strong distinction without reservations: authoritative coverage of relevant material as well as background literature and / or related issues; outstanding presentation in terms of argument, organisation, originality and style. Demonstrates full understanding of subject matter and, at most, minor typographical corrections are required.
2.3. 75% - 79%: Merits distinction though with some reservations: a more than competent presentation with good organisation and sound critical arguments. Evidence of originality / clear insight / solid depth of understanding. Some minor omissions and/or corrections required.
2.4. 70% - 74%: Does not merit a distinction, but there is evidence of some originality and flair. The substantive part of the work is competently covered, well organised and lucidly argued. There are omissions or areas where revisions would improve the work.
2.5. 60% - 69%: Solidly executed, adequate organisation, competent methodology and conclusions adequately drawn. Little originality, if any, but an adequate overall performance. May require some minor revisions.
2.6. 50% - 59%: No originality, but a competent, albeit pedestrian, review of the literature, a basic understanding of the significance of the issue discussed, and a fairly competent methodology. There may be problems of organisation and expression, of layout and typographical errors, but the work sufficiently exhibits the main features of academic work to pass. Some major revisions may be required.
2.7. 49% and Less: The work is clearly not adequate. It exhibits such a level of disorganisation and incoherence as to be termed incompetent. The work fails to demonstrate familiarity with basic academic conventions of presentation and organisation. A failing mark indicates that it clearly does not pass in its present form. Should there be evidence that the research is salvageable, it may be brought into a pass-worthy form if reworked substantially and resubmitted for examination. A mark less than 30%, usually indicates that the research is so hopeless that it is not able to be salvaged in anyway.

III) GUIDELINES FOR THE EVALUATION OF SCRIPTS

➢ Content & Scope of Knowledge ➢ Ability to Integrate **(70%)**	➢ Presentation ➢ Organisation ➢ Language ➢ Vocabulary ➢ Style **(20%)**	➢ Bibliography ➢ Referencing According to the SJV Prospectus **(10%)**	Standard of Achievement **(100%)**
Very well argued. | Excellent understanding of the material. | Comprehensive survey of the issues. | Capacity to think independently. | Excellent critical and conceptual analysis. | Excellent, well-organised and impeccable presentation. | Highly competent academic methodology. | Logical, cohesive, concise and systematic, with a very well-thought out introduction and conclusion.	**Standards** of spelling, punctuation, vocabulary use and grammar are **extremely high.** | Mistakes are rare. | Use of language entirely appropriate to context, function and intention.	Allocation of a score of **0 – 10** based on the SJV General Prospectus. | **Aspects to look out for are:** Consistency, accuracy, citations used in the text should also be accounted for in the bibliography.	**1st Class (75%+)**
Well argued. | Evidence of substantial research. | Some insight and some attempt at independent thought. | Good critical and conceptual analysis. Relevant reading effectively incorporated. | Well organised. | Logical and cohesive structure. Competent academic methodology. Good presentation. | Argument concisely and systematically developed, with a well-thought-out introduction and conclusion.	**Standards** of spelling, punctuation, vocabulary use and grammar are **good.** | Few errors occur. | Use of language is appropriate to context, function and intention.	Allocation of a score of **0 – 10** based on the SJV General Prospectus. | **Aspects to look out for are:** Consistency, accuracy, citations used in the text should also be accounted for in the bibliography.	**Upper Class (70% – 74%)**

➢ Content & Scope of Knowledge ➢ Ability to Integrate **(70%)**	➢ Presentation ➢ Organisation ➢ Language ➢ Vocabulary ➢ Style **(20%)**	➢ Bibliography ➢ Referencing According to the SJV Prospectus **(10%)**	Standard of Achievement **(100%)**
Evidence of adequate research. | Rather more descriptive than critical and conceptual. | Some insight and some attempt at independent thought. | Some mistakes. | Analysis lacks clarity in parts. | Reading relevant but not effectively incorporated. | Fairly well organised and presented. Writing is coherent, ideas developed but not always concise or systematic. | Introduction and conclusion are not well integrated.	**Standards** of spelling, punctuation, vocabulary use are **reasonably accurate.** | Errors do occur but do not interfere with communication. | Slight limitation of style and mastery of appropriate idiom.	Allocation of a score of **0 – 10** based on the SJV General Prospectus. | **Aspects to look out for are:** Consistency, accuracy, citations used in the text should also be accounted for in the bibliography.	**2nd Class (60% – 69%)**
Largely descriptive. | Patchy understanding though some basic information is given, often without any real logic or structure. | Failure to distinguish between what is relevant and what is not. | No evidence of independent thought. Organisation and presentation are just about acceptance. | Some but not sufficient research. Few references. | Possibly not entirely correctly done.	The paper is intelligible but contains a fair number of errors in spelling, punctuation, vocabulary use and grammar. | Use of style and conveyance of tone is present but **not consistent.**	Allocation of a score of **0 – 10** based on the SJV General Prospectus. | **Aspects to look out for are:** Consistency, accuracy, citations used in the text should also be accounted for in the bibliography.	**3rd Class (50% – 59%)**
No or few references. | Little or no conception of basic academic methodology. | Failure to address the question. | Little or no logic or structure. | No evidence of understanding. | Very little or no evidence of reading. | Poor organisation and presentation. | No attempt has been made to develop an argument. | Much redundant and irrelevant material.	The paper is frequently unintelligible. | There are many errors in spelling, punctuation, | vocabulary use and grammar. | Stylistically **very poor** and frequently inappropriate.	Allocation of a score of **0 – 10** based on the SJV General Prospectus. | **Aspects to look out for are:** Consistency, accuracy, citations used in the text should also be accounted for in the bibliography.	**Fail (0% – 49%)**

Please Note:

1. These Guidelines are to be read together with the relevant paragraphs in the General Prospectus.
2. In order to maintain high levels of transparency and objectivity, all lecturers, students, internal examiners, and external examiners are required to attentively **follow** these Guidelines in assessing the standard of work under review.

STANDARD REFERENCING SYSTEM
& GUIDELINES FOR WRITING ASSIGNMENTS

GUIDELINES FOR WRITTEN ASSIGNMENTS

An assignment is expected to be an academic essay. This means that it needs to be a scientific work that has been researched thoroughly, written systematically, logically and clearly, and contains a system of references to indicate and acknowledge the sources that have been used. Students need to study this guide carefully and consult it regularly whenever they prepare for and write an academic essay.

1. STRUCTURE OF AN ASSIGNMENT

All academic papers should have a clear and logical structure to assist the reader in evaluating the author's argument. This guide uses the structure of an exegesis paper as an example of how to plan and prepare the basic structure of an academic paper.

2. PREPARATION OF THE CONTENT OF THE PAPER

Before writing a paper, research the topic and arrange the information collected into a logical sequence. John Stubbs (1994:4) suggests the following steps in the exegesis:

2.1.1. Obtain the passage or topic from the lecturer or lectionary and write down what the passage says or ought to say.
2.1.2. Take careful note of the people, events or ideas in the passage.
2.1.3. Determine how the passage relates to the beginning, middle and end of the book as a whole.
2.1.4. Develop one conclusion and one main point.
2.1.5. Find a truly comparable, concrete case study from your own context.

2. PARTS OF AN ACADEMIC PAPER

Once the material to be used has been prepared, arrange the final paper in the following manner:

2.1. Cover Page / Title Page:

2.1.1. Table of contents
2.1.2. Lists of figures, tables and abbreviations or terms included in the paper.

2.2. The Essay

2.2.1. Introduction:

Introduce the topic of discussion, provide background information, define or state the topic/question, and present the plan of coverage, in order of importance, including your line of argument, viewpoint or conclusion. (Makes up **10%** of the essay)

2.3. Body:

Focus on the topic and address each point under discussion fully before moving to the next point. Statements and arguments need to be supported by evidence drawn from the sources that were consulted, either in the form of opinions, arguments or facts and statistics used by the sources. (See Reference techniques used in assignments)

2.4. Conclusion:

Briefly restate the points that were argued in the essay as well as the conclusion that was arrived at concerning the topic. (Makes up 10% of the essay).

2.5. List of References or Bibliography:

(See Reference Techniques used in Assignments)

2.6. Annexes / Addenda:

2.6.1. Section of supplementary or additional information, with each sub-section, clearly marked Annexure 1/A,

Annexure 2/B, or Addendum 1/A, Addendum 2/B.

2.6.2. The final paper should be typed on A4 pages with wide margins, font size12, 1.5 spacing, and pages should be numbered.

REFERENCE TECHNIQUES USED IN ASSIGNMENTS & OTHER ACADEMIC RESEARCHES

This guide explains the **Harvard** reference system, which the institution expects all students to **use in all assignments**. If a student is already using another reference system, then the institution does not wish to force the student to adopt the Harvard method, but the institution wants to recommend it very **strongly**. If the student does not use this method, then he/she must consistently use another acceptable reference system.

1. LIST OF REFERENCES / BIBLIOGRAPHY

There is a clear distinction between a List of references and a Bibliography. A **List of references** (also known as **Reference list/References**) is a list of **ONLY** the sources cited (in direct quotations or paraphrases) in the assignment / essay, whereas a **Bibliography** is a list of **ALL** the sources that were consulted in preparation for the assignment, but were **NOT** all cited in the assignment/essay. The **Bibliography,** therefore, indicates to the reader the scope of the writer's research.

This list is always placed at the end of an assignment, starting on a **new page**.
The list is organised **alphabetically** and if two or more sources by the same author, published in different years, are cited then they are organised **chronologically,** with the older publication(s) appearing first.

According to the Harvard method, all the references to **books**, **reports** and **official documents** included in the List of references or Bibliography should follow this format:

Author's surname, Initial(s). Publication date. *Title of book/report/official document.* Edition (not if 1st edition). Place of publication: Publisher. (Name of series and number where applicable). **Note:** If no place of publication is available use 'sl' = *sine loco,* no place.

2. IN-TEXT REFERENCES

This refers to the direct quotations or paraphrases of the sources cited in the assignment/essay to provide evidence or support for the writer's argument or position on the topic. In-text references follow the following format:
(Surname of author, date of publication: page number(s))

SPECIAL NOTE

For the purposes of clarity and cohesion, each of the following examples will provide the **List of references** first, followed by a corresponding example of the **in-text reference** (in the shaded block). Also, carefully study the examples provided to note the typographical detail, i.e. the use of italics, brackets and punctuation, especially the placing of full stops, commas and colons.

2.1. EXAMPLES OF IN-TEXT REFERENCING

2.1.1. BOOK WITH ONE AUTHOR (1st edition)

Aldrich, J. C. 1981. *Life-style in evangelism.* Portland: Multonam.

Evangelism can be defined as..... (Aldrich, 1981:25).
Aldrich (1981:42) states that.....

2.1.2. BOOK WITH ONE AUTHOR (2nd, 3rd, etc. edition)

Edwards, G. 2004. *Living by the highest life: living with the indwelling Lord.* 2nd edition. Jacksonville, Florida: Seed Sowers Publishing.

"Unfortunately, the *intellect* is always seen as superior to, and more trusted than, either *emotions* or *will*" (Edwards, 2004:50).

2.1.3. BOOK WITH TWO AUTHORS (year of publication not indicated)

Bakker, J.T. and Schippers, K.A. s.a. *Gemeente: vindplaas van heil?* Kampen: Kok.
(s.a. stands for *sine anno*, which is Latin for *without year*)

Bakker and Schippers (sa: 214) believe that……. A community is regarded as……. (Bakker and Schippers, sa: 263).

2.1.4. BOOK WITH THREE AUTHORS

Kritzinger, J. J., Meiring, P.G. and Saayman, W.A. 1984. *You will be my witness.* Pretoria: NG Kerkboekhandel.

"……." (Kritzinger, Meiring and Saayman, 1984: 103). Kritzinger, Meiring and Saayman (1984:103) argue …….

2.1.5. BOOK WITH MORE THAN THREE AUTHORS

Snyman, S. et al. 1975. *Stem en woord: "n handleiding by die studie van die vertolkingskunde.* Doornfontein: Perskor.

Snyman et al, (1975:22) acknowledge…….. "……." (Snyman et al, 1975:48)

2.1.6. WHEN AUTHOR(S) NOT NAMED, THE TITLE OF WORK IS LISTED FIRST

Books printed by Aldus Manutius and his successors. 1935. Leipzig: Fock.

In the work *Books printed by Aldus Manutius and his successors* (1935: 66) evidence is found of …….

2.1.7. ONE AUTHOR WITH MULTIPLE PUBLICATIONS IN THE SAME YEAR

Bosch, D.J. 1981a. *In search of mission.* London: Church Missionary Society.

Bosch, D.J. 1981b. *Reviewing personal mission*. London: Church Missionary Society.

To quote from Bosch (1981a:112) "……". However, he also makes the point that…… (Bosch, 1981b: 85).

2.1.8. ARTICLE FROM AN EDITED PUBLICATION

Koyama, K. 1975. Christianity suffers from 'teacher complex'. In *Mission Trends*, *2*. Edited by G.H. Anderson and T.F. Stransky. Grand Rapids: Eerdmans, 70-75.

Samson, C. 1980. Problems of information studies in history. In Stone, S. (ed) *Humanities information research*. Sheffield: CRUS, Ch. 3.

Koyama (1975: 72) continues by explaining……. If referring to the **publication as a whole**……(Anderson and Stransky: 1975) "……." (Samson, 1980: 35).

2.1.9. CONTRIBUTION FROM A READER

Maimela, S.S. 1989. Black power and black theology in South Africa. In *Mission as liberation: Third World theologies.* Compiled by M.L. Daneel and J.N.J.Kritzinger. Pretoria: University of South Africa (Reader for MSB301-F), 300-313.

The liberation struggle in the Third World has…. (Maimela, 1989:308).

2.1.10. CONTRIBUTION FROM A TRANSLATED WORK

Kant, L. 1785. *Fundamental principles of the metaphysics of morals*. Translated by T.K. Abbot. 1988. New York: Prometheus Books.

Kant (1785:58) proposes that……..

2.1.11. JOURNAL AND MAGAZINE / NEWSPAPER ARTICLES

a) JOURNAL

Surname, Initial(s). Publication year. Title of article. *Title of journal*. Volume number (issue number): page number(s) on which article appears.

Bosch, D.J. 1981c. In search of mission: reflections on "Melbourne" and "Pattaya". *Missionalia* 9 (1): 3-18.

Bosch (1981c: 6) comes to the following conclusion.....

b) MAGAZINE / NEWSPAPER

Surname, Initial(s). Publication year. Title of article. *Title of magazine / newspaper*. Day and month of publication: page number on which article appears.

Smith, P.G. 1999. New mass for 2000. *The Southern Cross.* 16 May: 1.

In the article Smith explains that the new mass is "....." (Smith, 1999:2)

Note: If there is no author for the article then, the name / title of the journal / magazine / newspaper (*in italics*) is used as the author:

"This summed up the sentiment....." (*Pretoria News*, 2011)

Pretoria News. 2011. The gloves are off. 11 November: 1.

2.1.12. ARTICLE FROM AN ENCYCLOPAEDIA OR DICTIONARY, AUTHOR GIVEN

Delafons, A. 1973. Printing. *Chamber"s encyclopaedia*. London: International Learning Systems Corporation, 11: 209-213.

Kelly, A.J. 1987. sv 'Logos'. In Komonchak, J.A., Collins, M. and Lane, D.A. (eds). *The new dictionary of theology*. Dublin: Gill and Macmillan.
(sv = *sub verbo*, Latin for 'under the entry')

The first printing press was established in..... (Delafons, 1973:209).
Kelly (1987:88) defines "logos" as.....

2.1.13. ARTICLE FROM AN ENCYCLOPAEDIA, AUTHOR NOT GIVEN

New Catholic Encyclopaedia (NCE). 1967. sv 'Jesuits'. New York: McGraw-Hill, 5: 898-912.

"The Jesuits were founded by....." (*New Catholic Encyclopaedia*, 1967:899)

2.1.14. A CORPORATE AUTHOR AND THE ABBREVIATION

(See Additional notes for referencing, point 8)

World Council of Churches (WCC). 1980. Your kingdom come. Geneva: WCC.

In the article "Your kingdom come" (World Council of Churches (WCC), 1980: 66)...

2.1.15. REFERENCES TO THE BIBLE

Bible. 1984. *The New Jerusalem Bible.* London: Darton, Longman and Todd.

"I came that they may have life, and have it to the full" (John10:10)

2.1.16. REFERENCES TO CATECHETICAL WORKS

Catechism of the Catholic Church (CCC). 1995. Nairobi: Pauline Publications Africa.

Rite of Christian Initiation for Adults (RCIA). 1988. Chicago: Liturgy Training Publications.

General Directory for Catechists (GDC). 1999. Pretoria: South African Catholic Bishops Conference.

"Baptism and confirmation were for centuries considered to be a 'double sacrament'" (CCC 1290) [**NB:** 1290 is the number of the paragraph, not the page number.]

2.1.17. REFERENCES TO VATICAN II DOCUMENTS

Vatican Council II. 1964. *Lumen Gentium*. Newport, New York: Costello.

"....." (*Lumen Gentium* (LG) 44).
[**NB:** The first time you use the document, write out the name in full in italics and indicate the abbreviation, and use the paragraph number, not the page number.]

2.1.18. REFERENCES TO LITURGICAL BOOKS

a) MISSALS

Daily Missal (DM). 2012. Nairobi: Paulines Publications Africa

[DM = Daily Missal]

Since Christ is "the life of the human race" and "the resurrection of the dead" (DM, 2012: 640), those who believe in Him are assured of everlasting life. [N.B: 640 is a page number.]

Sunday Missal (SM). 1998. 2nd edition. London: Collins Liturgical

b) LECTIONARIES

Roman Missal (RM.Lect). 2012. Lectionary I: Sundays and Solemnities. 2nd edition. San Francisco: Ignatius Press.

Roman Missal (RM.Lect). 2012. Lectionary II: Proper of Times. 2nd edition. San Francisco: Ignatius Press.

c) SACRAMENTARY

Roman Missal (RM.Sacr). 2011. Sacramentary. Nairobi: Pauline Publications Africa.

d) BREVIARY

Prayer of the Church (PrC). 2009. Nairobi: Paulines Publications Africa.

2.1.19. REFERENCES TO CANON LAW

Code of Canon Law (Can). 1997. London: Harper Collins Publishers.

Marriage is both a 'covenant' and a 'partnership' into which a man and woman enters for their good, and that of their children (can. 1055) [N.B: 1055 refers to the paragraph, not the page]

2.1.20. REFERENCES TO THE CHRISTIAN FAITH

Neuner, J. and Dupuis, J. (eds). 1996. *The Christian faith: in the documents of the Catholic Church.* Alba House, India: HarperCollins.

..... (Neuner and Dupuis, 2115). (**NB:** Number refers to paragraph number not page number)

2.1.21. REFERENCES TO ENCYCLICALS

John Paul II. 1981. Encyclical letter. *Laborem Exercens,* 14 September.

..... the "sphere of values" (Pope John Paul, 1981:10). (**NB:** Number refers to paragraph number, not page number)

2.1.22. DISSERTATIONS AND THESES

a) PUBLISHED

Zwane, P.L. 1999. An Analysis of the works of C. G. Oosthuizen on the Shembe church. Doctoral [or masters] dissertation. Pretoria: University of South Africa.

b) UNPUBLISHED

Zwane, P.L. 1999. An Analysis of the works of C. G. Oosthuizen on the Shembe church. Unpublished doctoral [or masters] dissertation. Pretoria: University of South Africa.

The influence that Oosthuizen has is..... (Zwane, 1999:65)

2.1.23. INTERVIEWS

King, N. 1999. Personal interview. 14 July, Pretoria.

Manuel, T. 2010. Interview on Morning Live. Interviewed by Redi Direko. Radio 702. 18 February 2010.

King (1999) expresses very clearly that..... "Interest rates are rising by 2.5% due to....." (Manuel, 2010)

2.1.24. CONFERENCES

Truter, M. 1994. The role of the court interpreter in the new South Africa. *Proceedings of the 1994 conference of the South African Institute of translators.* Bloemfontein, 18-23 June, 1994. Johannesburg: The Institute.

Truter (1994) explains how the court interpreter .....

2.1.25. COURSE NOTES (HAND-OUTS AND OWN NOTES)

Kourie, M. 2010. The history of ancient philosophy. Pretoria: St John Vianney Seminary. [Unpublished lecture notes].

Kourie, M. 2010. The history of ancient philosophy. Pretoria: St John Vianney Seminary. [My lecture notes].

"Socrates was the first philosopher who……." (Kourie, 2010)

2.1.26. OFFICIAL GOVERNMENT PUBLICATIONS

South Africa. Bureau of Statistics. 1969. *Labour statistics: wage rates, earnings and average hours worked in commerce.* Pretoria: Government Printer.

In terms of hours worked per day, the average earnings….. (South Africa. Bureau of Statistics, 1969:234).

2.1.27. SECONDARY SOURCES - ONE SOURCE CITED IN ANOTHER SOURCE

Saayman, W.A., Daneel, M.L. and Kritzinger, J.N.J. 1985. *The church in the Third World.* Pretoria: University of South Africa. (Study guide 1 for MSB302-G).

Archbishop Desmond Tutu believes that…… (Cited in Saayman, Daneel and Kritzinger, 1985: 139).

3 EXAMPLES OF REFERENCING ELECTRONIC RESOURCES

The general format for electronic sources in the List of references / Bibliography is as follows:

3.1 WEBSITE

3.1.1 Author (person - surname and initials/organisation responsible for site)
NB if not known, site website/page title
3.1.2 Year (date created/ date last updated)
NB if no date, use sa (sine anno)
3.1.3 Name of sponsor of site
3.1.4 Place of sponsor of site (if available)
3.1.5 [Online] Available from: URL / Internet address, without a line-break if possible
3.1.6 Accessed day / month / year (date of viewing) [cited…….]

International Narcotics Control Board. 1999. United Nations, Vienna. [Online] Available from: http://www.incb.org [cited 13 November 2011].

"……." (International Narcotics Control Board, 1999)

3.2 DOCUMENT OR PAGE WITHIN A WEBSITE

3.2.1 Author (person – surname and initials / organisation responsible for site)
NB if not known, cite website or page title
3.2.2 Year (date created / date last updated
NB if no date, use sa (sine anno)
3.2.3 Title (in italics)
3.2.4 Name of sponsor of site
3.2.5 [Online] Available from: URL / Internet address, without a line-break if possible
3.2.6 Accessed day / month / year (date of viewing) [cited…….]

Winston, J. 1999. *A look at referencing*. AAA Educational Services. [Online] Available from: http://www.aaa.edu.au/aaa.html [cited 13 November 2011].

The following reference system is recommended……(Winston, 1999)

3.3 JOURNAL / NEWSPAPER SOURCES

3.3.1 Author(s) – surname(s) and initial(s)
NB if no author, list the article title first (See **Note 11**)
3.3.2 Year of publication
3.3.3 Title of article (not in italics)
3.3.4 Title of journal / newspaper (in italics)
3.3.5 All publication information
3.3.5.1 Journal: issue number, volume number, etc.
3.3.5.2 Newspaper: day, month, page of article)
3.3.5.3 Page range

3.3.5.4 [Online] Available from: URL / Internet address, without a line-break if possible
3.3.5.5 Accessed day / month / year (date of viewing) [cited.....]

Morris, A. 2004. Is this racism? Representations of South Africa in the Sydney

Morning Herald since the inauguration of Thabo Mbeki as president. *Australian Humanities Review* 33, 12-16. [Online] Available from: http://www.lib.latrobe.edu.au/AJR/archive?Issue-August-2004/morris.html [cited 13 November 2011].

In the article, Morris (2004:13) states "....."

3.4 ONLINE ENCYCLOPAEDIA

3.4.1 Author – surname and initial(s)
3.4.2 Year (date written)
3.4.3 Title of entry
3.4.4 Name of encyclopaedia (in italics)
3.4.5 Edition
3.4.6 Edited by (if relevant)
3.4.7 [Online] Available from: URL / Internet address without a line-break if possible
3.4.8 Accessed day / month / year (date of viewing) [cited.....]

Flynn, T. 2004. Jean-Paul Sartre. *The Stanford Encyclopedia of Philosophy*, Fall 2008 edition. Edited by E.N. Zalta. [Online] Available from: http://plato.stanford.edu/archives/fall2008/entries/sartre/ [13 November 2011].

"Sartre's gifts of psychological description and analysis are..." (Flynn, 2004)

3.5 E-BOOK

3.5.1 Author(s) / editor(s) name - surname(s) and initial(s)
3.5.2 Date of publication
3.5.3 Title of e-book, in italics
3.5.4 Format (e-book)
3.5.5 [Online] Available from: URL/Internet address without a line-break if possible
3.5.6 Accessed day / month / year (date of viewing) [cited.....]

LLoyd, C.B. (ed) 2005. *Growing up global: the changing transitions to adulthood in developing countries*. E-book. [Online] Available from: http://www.nap.edu/books/11174/index.html [cited 13 November 2011].

The problem with transitions to adulthood..... (Lloyd, 2005: 123)

3.6 BLOG

3.6.1 Author's name (surname and initial(s))/ alias
3.6.2 Year of post
3.6.3 Title of the posting (if applicable)
3.6.4 Title of the site (in italics)
3.6.5 Format (blog)
3.6.6 Date of posting (day and month)
3.6.7 [Online] Available from: URL of the blog post, without a line-break if possible
3.6.8 Accessed day / month / year (date of viewing) [cited....]

Bartlett, A. 2007. *The Bartlett diaries*. Weblog, 12 May. [Online] Available from: http://andrewbartlett.com/blog/ [cited 13 November 2011].

In his blog, Bartlett (2007) states that he is.....

3.7 PODCAST

3.7.1 Name of the podcast (in italics)
3.7.2 Year
3.7.3 Format (podcast)
3.7.4 Publisher
3.7.5 Date of the podcast (day and month)
3.7.6 [Online] Available from: URL of podcast post, without a line-break if possible
3.7.7 Accessed day / month / year (date of viewing / listening) [cited....]

Lingua Franca. 2007. Podcast radio programme. ABC Radio National, 28 April. [Online] Available from: http://abc.net.au/rn/podcast/feeds/lin.xml [cited 13 November 2011].

A universal language for the whole world..... (*Lingua Franca*, 2007).
Jill Kitson (*Lingua Franca*, 2007) reported that..... (**NB:** When referring to speaker).

3.8 CD-ROM

3.8.1 Title (in italics) / not in italics if CD-ROM has a name (see second example)
3.8.2 Year of recording
3.8.3 Name of CD-ROM (italics), where relevant (see second example)
3.8.4 Format
3.8.5 Publisher
3.8.6 Place of recording

Australia through time. 1994. CD-ROM. Random ROM in assoc. with the ABC, Sydney.
Acid rain. 1996. *Microsoft Encarta 96 Encyclopaedia.* CD-ROM. Microsoft Corporation, Redmond: WA.

..... (*Australia through time*, 1994)
As noted in Acid rain (1996).....

4 ADDITIONAL NOTES FOR REFERENCING

4.1 Using Italics

4.1.1 The title of a book or a journal is italicised, but the title of an article is not.
4.1.2 Also, italicise the title of a book, a journal or a newspaper when referring to it in the text of an essay.
4.1.3 When using words in a language that is not English, they need to be written in italics.

4.2 In the case of **citing an article from *Mission trends***, edited by Anderson and Stransky, the reference is placed under the author of the article, not under that of the editors.

4.3 A study guide is treated like any other book, and is therefore placed under its author(s).

4.4 If the author is a priest or a religious belonging to an order, for example Gerald O' Collins SJ, do not include the letters SJ, OFM, etc. in the reference or bibliography.

4.5 When different authors are cited simultaneously in the text of the assignment / essay, a semicolon within the same set of brackets separates their names. While no spaces are left between the date, the colon, the pages and the semi-colon, a space is left between the semi-colon and the following author, e.g. (Robertson, 2001:45; Keenan and Pillay, 1998:122; Khumalo et al, 2002:25-28).

4.6 When referring simultaneously to several works by the same author which appear at different dates, the author's name is given in brackets, followed by the publication dates separated by commas, e.g. (Majozi, 1995, 1998, 2002, 2003). When page numbers are given, the references are separated by semi-colons, e.g. (Majozi, 1995:227; 1998:23; 2003:12) or (Majozi, 1995:227; Majozi, 1998:23; Majozi, 2003:12).

4.7 If the same source is cited several times consecutively in the same paragraph, the full citation is given the first time. Thereafter only the page numbers need to be mentioned preceded by a colon. Place the page reference at the end of the relevant phrase or at the end of the sentence, e.g.

Verryn (1980:197) argues the case for an "Abrahamic faith", for the people who are called "to be a source of blessing to society, but are not destined to regulate it", for a church that is not a domesticated church but rather a pilgrim church (:194), a church which "cannot find a final resting place in any class, nation or epoch, although, at the same time, it is of every age, people and group" (:196).

Note: This applies within the same paragraph. If the next paragraph continues the same discussion, the full reference must be given the first time.

4.8 Citing Corporate Authors and Their Abbreviations

The **first time** a corporate author is mentioned either in the text of the assignment / essay or as an in-text reference in brackets, the full title is written out followed by the abbreviation in brackets, e.g. World Council of Churches (WCC). **Thereafter**, use only the abbreviation, it is not necessary to write it out in full, e.g. The WCC agreed on the following issues……..

4.9 General Guidelines For Citations

There are different methods to indicate the use of citations in a text, depending on how long the quotation is:

4.9.1 A **word** or a **short phrase** may be written as part of the sentence it appears in, within single quotation marks, e.g.

4.9.2 English is perceived as a language which can 'accommodate many nationalisms' (Butler,1985:166)

4.9.3 A citation that is longer than a short phrase but shorter than three typed lines, is also put in single quotation marks and separated from the rest of the sentence by a comma or colon, e.g.

4.9.4 In their book gifted children, Branch and Cash (1966:87) make the point that: 'In working with maladjusted children it is necessary to break down barriers'.

4.9.5 A citation that is longer than two full sentences or three typed lines needs to be separated from the main body of the text and indented, but without quotation marks, e.g.

4.9.6 Smith (1983:63) states:

It is often said that language and culture are inextricably tied together and I completely agree with that. But the implication has been that English is therefore inextricably tied to American culture or British culture or Australian culture. When it is stated that way it seems ridiculous because we know there are many cultures in these countries and that any culture can use English as its vehicle.

4.10 Quotations

4.10.1 Quotations are always to be indicated by **double inverted commas**, e.g. Pius XII describes the liturgical movement as "a movement of the Holy Spirit in the church".

4.10.2 A quotation within a quotation is indicated by single inverted commas, e.g. Villa-Vicenzio (2001) notes that "story-telling, in one form or another is part of all traditions, cultures and civilisations. Ellen Kuzwayo once told me 'If you cannot understand my story, you do not accept me as your neighbour'".

4.10.3 Quotation of only one word is to be indicated by single inverted commas, e.g. 'Vatican'

4.11 Paraphrasing Sources

A paraphrase is a re-wording of a piece of writing from a source. The goal is to state the author's ideas accurately, but in your own words. Therefore, a paraphrase calls for a careful study of the original material. In addition, a paraphrase should not contain any words or phrases that include your own opinion about or evaluation of the writer's ideas. One of the best ways to make sure that you understand an idea is to see if you can express it in your own words.

4.12 Use some of the following phrases when paraphrasing:

4.12.1 X points out .....
X shows us that .....

4.12.2 X draws to our attention that .....
X suggests / states that .....

4.12.3 It was X who said .....
To quote from X .....

4.12.4 In a book/article entitled .....
X makes the point that .....

These phrases can also be used in direct quotations, instead of always repeating, X **says** '.....'

4.13 A SAMPLE ESSAY

The following is a short sample essay in which the different aspects of the Harvard referencing method are illustrated. The essay is rather artificial as it was 'contrived' for the express purpose of illustrating the reference method and the content does not flow very logically. The purpose of including it is to help with understanding the method more easily.

EVANGELISM AND THE CHURCH

Evangelism has been the source of many malpractices in the life of the church. Lately there has been an increased call for beauty to be considered as a primary instrument of evangelism (Aldrich, 1981:25). Through the quality of its life, the church must attract people to the truth of God. Aldrich (1981:25) has written a book in which he contends that the beauty of the "Bride of Christ" is the key to evangelism.

It is not generally agreed that the church plays such an important role in the coming of the kingdom of God (Bakker and Schippers, sa: 16). Many Christians give up on the church and join missionary organisations not affiliated with churches (Kritzinger, Meiring and Saayman, 1984:14).

The polemic about these 'para-church' organisations continues unabated. Some theologians stress the importance of the church in 'making disciples' as expressed especially in Mt 28:16-20 (Bosch, 1981a:6). One of the main points of contention between 'evangelicals' and 'ecumenicals' has been the role and function of the church in the fulfilling of the 'missio Dei' (Bosch, 1981b:6). At the Melbourne CWME conference of the World Council of Churches (WCC) it was stated that every church should be 'truly open to the poor, the despised, the handicapped, for whom our modern societies have little care' (WCC, 1980:193).

A similar sentiment is expressed by black theologians such as Goba, who speaks of the mission of the church as "one which is committed to the realisation of authentic forms of human liberation" (in Saayman, Daneel and Kritzinger, 1985:139). It is important that Christians should get rid of their "teacher complex" and learn to serve the world (Koyama, 1975:70). In similar vein, Maimela (1989:309) calls on white Christians to "listen and be open to the cries of your fellow black Christians".

4.14 LIST OF REFERENCES

4.14.1 Aldrich, J.C. 1981. *Life-style evangelism*. Portland: Multnomah.

4.14.2 Bakker, J.T. and Schippers, K.A. *sa*. Gemeente: vindplaas van hel? Kampen: Kok.

4.14.3 Bosch, D.J. 1981a. In search of mission. London: Church Missionary Society.

4.14.4 Bosch, D.J. 1981b. In search of mission: reflections on "Melbourne" and "Pattaya". Missionalia 9(1) April: 3-18.

4.14.5 Koyama, K. 1975. Christianity suffers from 'teacher complex'. In Mission trends 2. Edited by G.H. Anderson and T.F. Stransky. Grand Rapids: Eerdmans, 70-75.

4.14.6 Kritzinger, J.J., Meiring, P.G.J. and Saayman, W.A. 1984. You will be my witness. Pretoria: NG Kerkboekhandel.

4.14.7 Maimela, S.S. 1989. Black power and black theology in South Africa. In Mission as liberation: Third World theologies. Compiled by M.L. Daneel and J.N.J. Kritzinger. Pretoria: University of South Africa (Reader for MSB301-F).

4.14.8 Saayman, W.A., Daneel, M.L. and Kritzinger, J.N.J. 1985. The church in the Third World. Pretoria: University of South Africa (Study guide for MSB302-G).

4.14.9 World Council of Churches (WCC). 1980. Your kingdom come. Geneva.

ANNEXURE A

ST JOHN VIANNEY SEMINARY NPC (SJV) INSTITUTIONAL MANAGEMENT AND ACADEMIC ORGANOGRAM

ANNEXURE B

ST JOHN VIANNEY SEMINARY NPC [SJV] ACADEMIC ORGANOGRAM

SEMINARY PRESIDENT

↓

VICE PRESIDENT

↓

RESOURCE PERSONNEL/ EXPERT ADVISORS

[**LEGAL ADVISOR**: Assisting in explaining and clarifying Legal matters pertaining to the Seminary. **ACADEMIC ADVISORS**: Two retired Professors from UNISA and SJV who assist in giving academic advice]

↓

ACADEMIC FORMATION MANAGEMENT

↓

JOINT ACADEMIC COUNCIL

[**MEMBERS**: Chairman – President of SJV Seminary, Vice-President, Dean of Studies, Heads of Departments (Philosophy & Theology), Religious Student Masters, Student Academic Representative (SC). **FUNCTION**: Discuss academic and related matters pertaining to both Diocesan and Religious Order students]

↓

ACADEMIC DEAN

[Coordinates the entire academic programme of the Seminary and make sure that relevant academic policies are adhered to]

↓

REGISTRAR

[Coordinates with the DHET, CHE, and SAQA to make sure that relevant academic policies and requirements are adhered to]

↓

EXECUTIVE ACADEMIC COMMITTEE [EAC]

[**MEMBERS**: President, Vice-President, Dean of Studies, 3 Heads of Departments.
FUNCTION: Discuss academic and policy matters coming from the Joint Academic Council and other academic structures and meetings]

↓

QUALITY ASSURANCE AND ACCREDITATION COMMITTEE

[Assures the quality of programmes and that programmes of the highest standards according to CHE and SAQA regulations]

↓

GENERAL ACADEMIC ASSEMBLY

[All the lecturers of all the academic departments discuss general academic matters]

↓

ACADEMIC DEPARTMENTS

DEPARTMENT OF PHILOSOPHY

↓ Head of Department

↓ Departmental Executive Committee [DEC]

↓ Lecturers

↓ Internal & External Lecturers

DEPARTMENT OF THEOLOGY

↓ Head of Department

↓ Departmental Executive Committee [DEC]

↓ Lecturers

↓ Internal & External Lecturers

↓

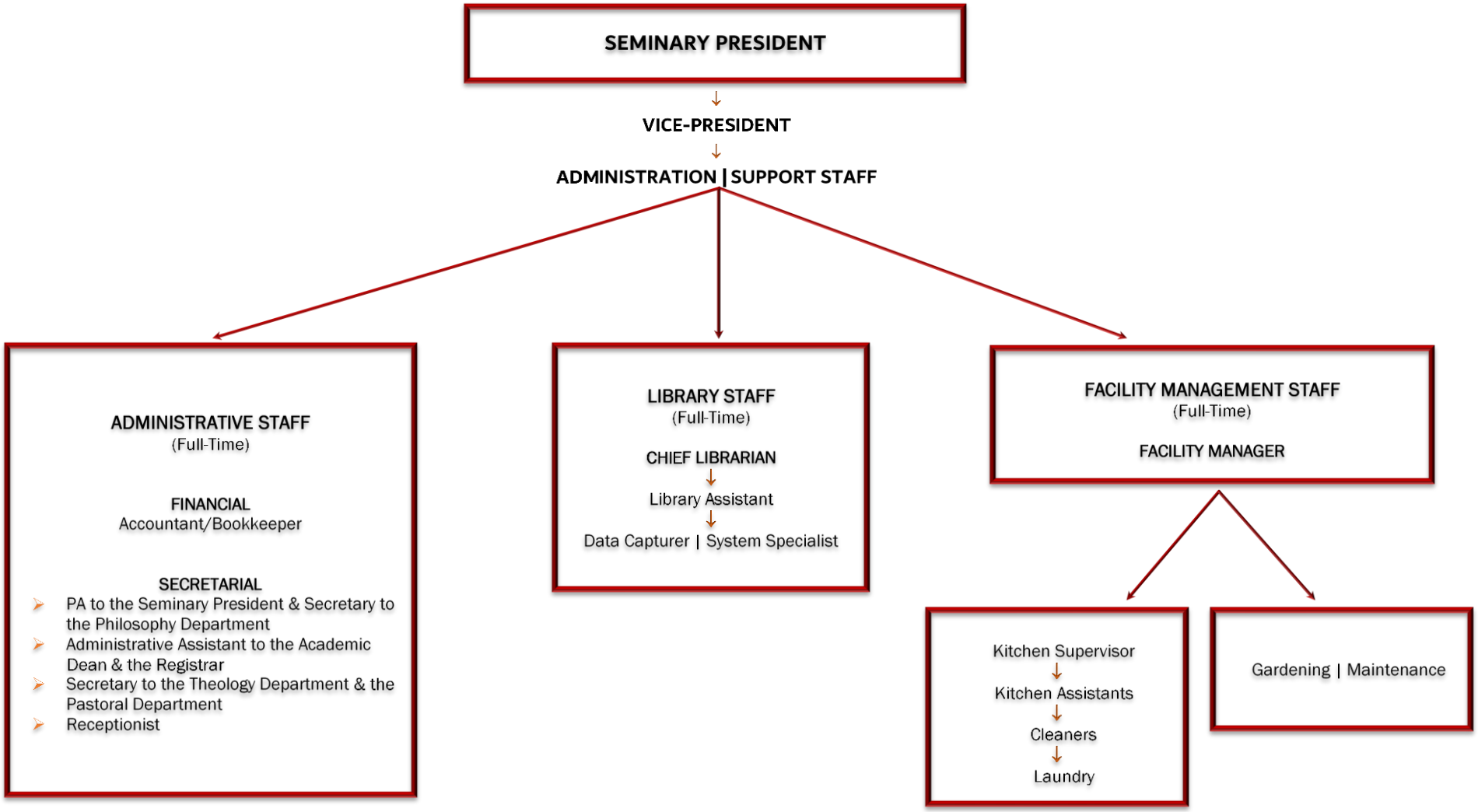
STUDENT ACADEMIC FORUM

↓

GENERAL STUDENT BODY

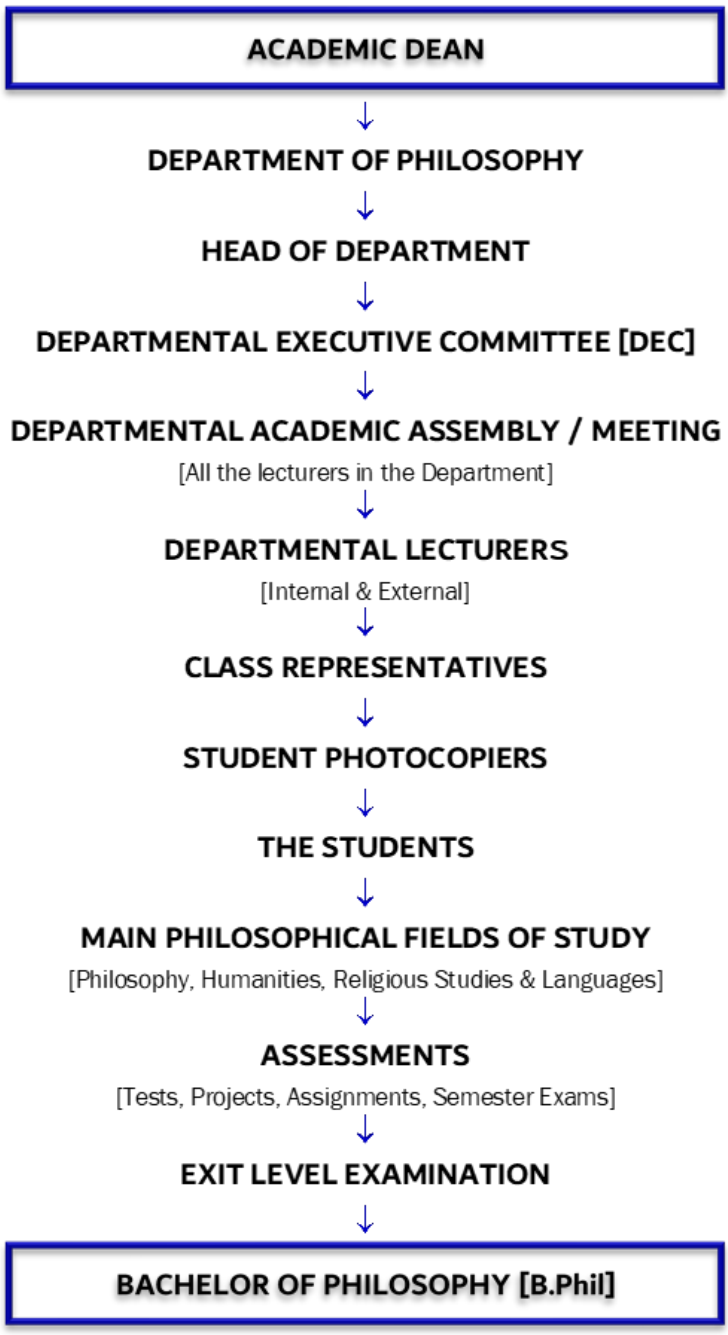
ANNEXURE C

ST JOHN VIANNEY SEMINARY NPC [SJV] ADMINISTRATIVE MANAGEMENT ORGANOGRAM



ANNEXURE D

ST JOHN VIANNEY SEMINARY NPC [SJV] PHILOSOPHY DEPARTMENT ORGANOGRAM

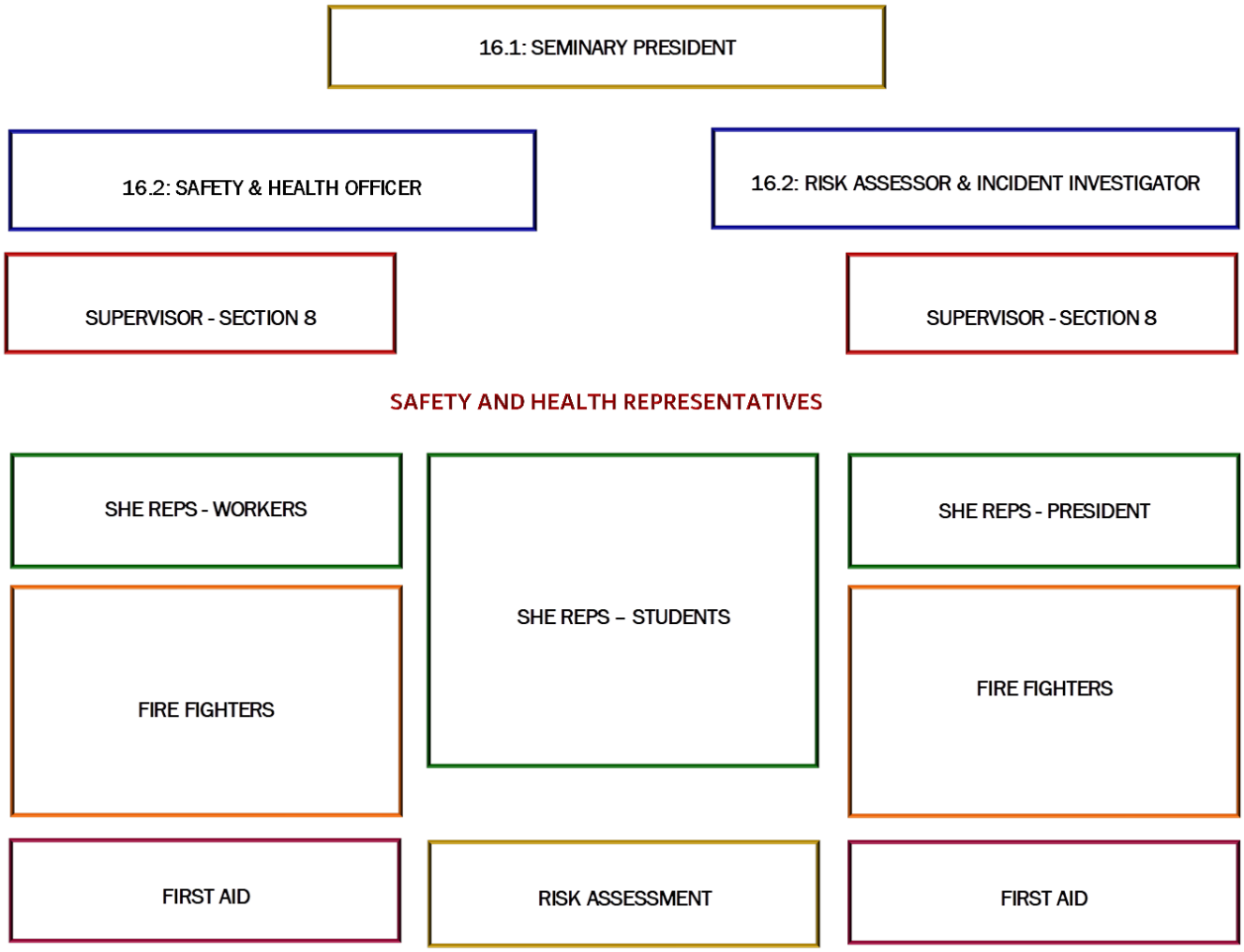


ANNEXURE E

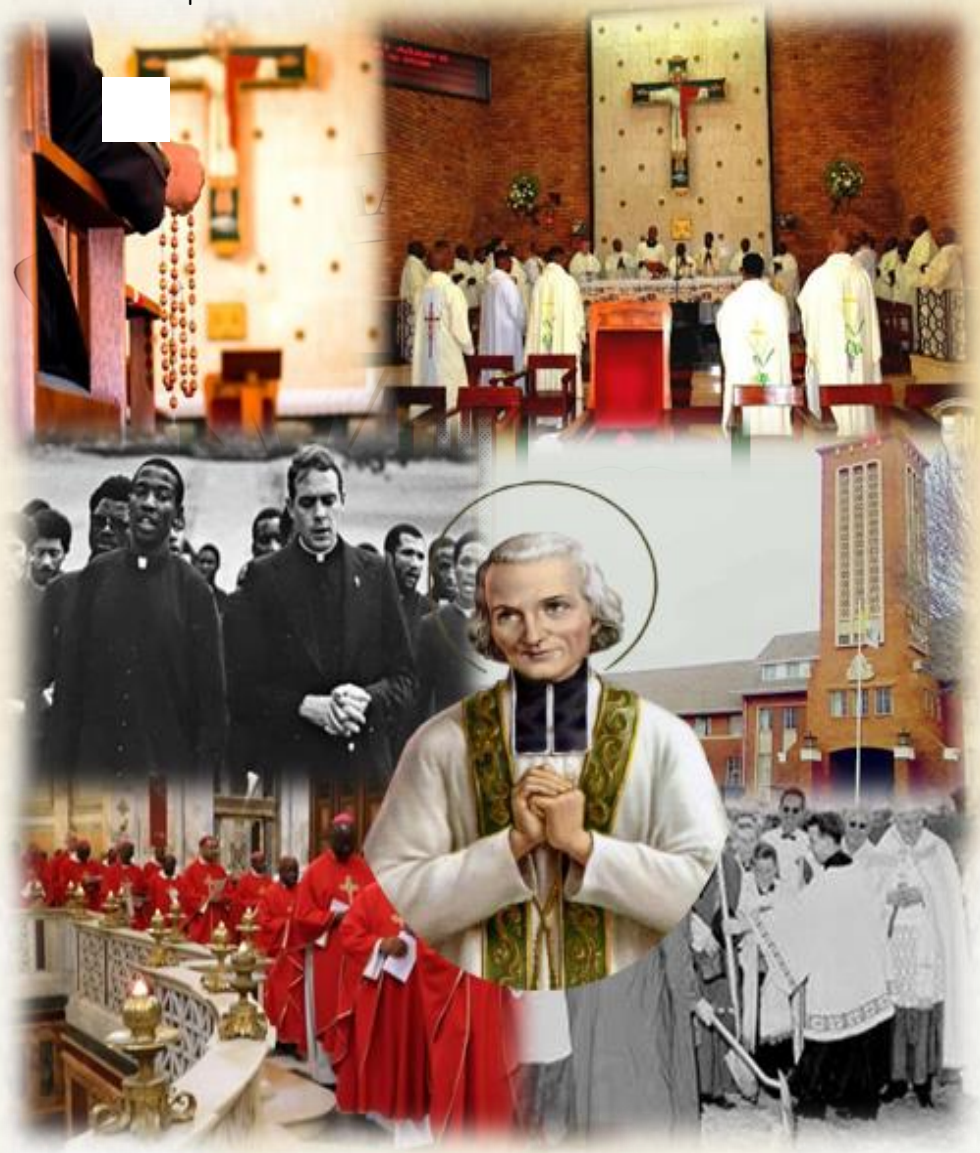
ST JOHN VIANNEY SEMINARY NPC [SJV] THEOLOGY ORGANOGRAM

ANNEXURE F

ST JOHN VIANNEY SEMINARY NPC: SAFETY AND HEALTH STRUCTURE & RESPONSIBILITY



“ The priesthood is the love of the heart of Jesus“



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