SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED QUALIFICATION THAT HAS PASSED THE END DATE:

Further Education and Training Certificate: Theology and Ministry

SAQA QUAL ID	QUALIFICATION TITLE			
49057	Further Education and Training Certificate: Theology and Ministry			
ORIGINATOR				
SGB Christian Theology and Ministry				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY			**NQF SUB-FRAMEWORK**	
HW SETA - Health and Welfare Sector Education and Training Authority			OQSF - Occupational Qualifications Sub-framework	
QUALIFICATION TYPE	**FIELD**		**SUBFIELD**	
Further Ed and Training Cert	Field 07 - Human and Social Studies		Religious and Ethical Foundations of Society	
ABET BAND	**MINIMUM CREDITS**	**PRE-2009 NQF LEVEL**	**NQF LEVEL**	**QUAL CLASS**
Undefined	120	Level 4	NQF Level 04	Regular-Unit Stds Based
REGISTRATION STATUS	**SAQA DECISION NUMBER**		**REGISTRATION START DATE**	**REGISTRATION END DATE**
Passed the End Date - Status was "Reregistered"	SAQA 06120/18		2018-07-01	2023-06-30
LAST DATE FOR ENROLMENT		**LAST DATE FOR ACHIEVEMENT**		
2024-06-30		2027-06-30		

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This qualification does not replace any other qualification and is not replaced by any other qualification.

PURPOSE AND RATIONALE OF THE QUALIFICATION

The purpose of this Qualification is to recognise those who have the required competence to serve as lay and ordained leaders in Christian communities or community organisations and society.
A further purpose of this Qualification is to produce life-long theological learners who are equipped to raise and debate current issues in an African context. This purpose seeks to transform persons, churches and society dealing with power issues such as gender, social economic disparity, disability and the environment from a Christian perspective.
Learners who achieve this Qualification can:
• Apply Christian sources in context
• Apply Christian Theology and ethics personally and in community
• Practise ministries in the church
• Practise Christian ministry in the wider community
In addition learners who have achieved this Qualification can perform in all the exit level outcomes listed below.

Rationale for qualification
The majority of candidates for this Qualification are likely to be working in churches and other Christian Ministry

ventures. The Qualification will give them the opportunity to integrate knowledge of the Christian faith with essential skills to minister and lead Christian communities, as well as develop the values of such leadership. Candidates who wish to gain an understanding of the Christian faith and those who wish to develop their own faith will also benefit from this Qualification.

In addition learners who have achieved this Qualification can perform in all the exit level outcomes listed below.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

Learners who register for this Qualification can:
- Read and write in the language in which the provider offers the Qualification
- Learn from written study material;
- Formulate their own viewpoints in writing;
- Organise and process new information and viewpoints that they encounter;
- With guided support, take responsibility for their own intellectual progress

Recognition of prior learning:
- This Qualification can be achieved wholly or in part through recognition of prior learning in terms of the criteria laid out.
- Evidence can be presented in a variety of forms, including previous local or international Qualifications, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.
- All such evidence should be judged according to the general principles of assessment described in the note to assessors.

RECOGNISE PREVIOUS LEARNING?

N

QUALIFICATION RULES

The Qualification consists of a Fundamental, a Core and an Elective Component.

To be awarded the Qualification, learners are required to obtain a minimum of 120 credits as detailed below.

Fundamental Component:

The Fundamental Component consists of Unit Standards in:

- Mathematical Literacy at NQF Level 4 to the value of 16 credits
- Communication at NQF Level 4 in a First South African Language to the value of 20 credits
- Communication in a Second South African Language at NQF Level 3 to the value of 20 credits

It is compulsory therefore for learners to do Communication in two different South African languages, one at NQF Level 4 and the other at NQF Level 3.

All Unit Standards in the Fundamental Component are compulsory.

Core Component:

The Core Component consists of Unit Standards to the value of 38 credits all of which are compulsory.

Elective Component:

The Elective Component consists of Unit Standards to the value of 296 credits. Learners are to choose Unit Standards to a minimum of 26 credits. With the approval of the relevant ETQA learners may choose any registered Unit Standard which contributes to the improvement of their work performance or in which they have a particular interest.

EXIT LEVEL OUTCOMES

1. Describe and evaluate own faith development personally and in a faith community.
2. Identify and explain central Christian doctrines and history in a way that is appropriate to different contexts
3. Use the Bible and other Christian sources as basic frames of reference to communicate and apply Christian teachings and ethics.
4. Apply their faith transformatively in church and society

Critical cross-field outcomes

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

A learner who obtains the Certificate in Theology and Ministry can:

1. Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.
2. Work effectively with others as a member of a team, group, organisation, community.
3. Organise and manage oneself and one's activities responsibly and effectively .
4. Collect, analyse, organise and critically evaluate information .
5. Communicate effectively, using visual, mathematical and/or language skills in the modes of oral and/or written presentation.
6. Use science and technology effectively and critically, showing responsibility towards the environment and the health/well-being of others
7. Demonstrate an understanding of the world as a set of related systems by recognising that problem- solving contexts do not exist in isolation
8. Reflect on and explore a variety of strategies to learn more effectively
9. Participate as responsible citizens in the life of local, national and global communities
10. Show cultural and aesthetic awareness across a range of social contexts
11. Explore education and career opportunities .
12. Develop entrepreneurial opportunities

ASSOCIATED ASSESSMENT CRITERIA

1.
• The learner's own faith is described and critically analysed in a coherent way.
• The learner's relationship to the wider Christian community is defined and critiqued with reference to personal experience and the tradition of the Church community.
• Participation in and critique of group faith-building exercises is evidenced by means of reports and exercises

2.
• Key doctrines are outlined and explained, including doctrines of God as Trinity, and the Church
• A range of cultural expressions is used to communicate these doctrines.
• Christian faith is compared with a range of other belief systems
• The learner's responses are evidenced widely: personally, in a faith community and in wider society

3.
• Biblical texts are interpreted and explained according to recognised exegetical principles.
• Christian teachings and ethics are presented and explained to members of a faith community and to others

4.
• Needs within the learner's faith community are identified and analysed in accordance with standard needs analysis principles
• Transformative responses to these needs are proposed and applied using accepted methods.
• Needs within the wider community are identified using accepted needs analysis methods.
• Responses to those needs are proposed and applied by means of visits and other appropriate actions.
• Christian ethics is applied to a range of contexts.

Implied competence and range.Critical evidence for assessment purposes imply competence at the following:
1.
• A testimony, journals, spiritual director's reports, portfolios
• Reports from leadership in the Church, peer assessment
• The range of exercises to include retreats, seminars, workshops

2.
• Recognition of a range of interpretations.
• Art, music, poetry, songs, oral and written forms
• Include Islam, Hinduism, Judaism, African and other traditional beliefs
• Cultural, gender, age and disability awareness and sensitivity
• Expression of these doctrines is appropriate to a variety of contexts

3.
• Full range of texts throughout the Bible
• Methods used to interpret the Bible must include: historical. Textual and contextual
• Urban, rural, suburban

- To include social. Political, ecological and personal contexts

4.
- Social, political, ecological, and economic needs
- Be involved with community and its leadership in processes of change for the better
- To include abuse, chronic and terminal illnesses, bereavement, ageing, gender issues and relationship crises
- To include home-based care, pastoral visits
- Wider community may include macro and/or micro contexts

Principles of assessment:
- Appropriate: The method of assessment is suited to the performance being assessed.
- Fair: The method of assessment does not present any barriers to achievements, which are not related to the evidence.
- Manageable: The methods used make for easily arranged, cost-effective assessments that do not unduly interfere with learning.
- Integrated into work or learning: Evidence collection is integrated into the work or learning process where this is appropriate and feasible.
- Valid: The assessment focuses on the requirements laid down in the Standard; i.e. the assessment is fit for purpose.
- Direct: The activities in the assessment mirror the conditions of actual performance as closely as possible
- Authentic: The assessor is satisfied that the work being assessed is attributable to the person being assessed.
- Sufficient: The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.
- Systematic: Planning and recording is sufficiently rigorous to ensure that assessment is fair.
- Open: Learners can contribute to the planning and accumulation of evidence. Assessment candidates understand the assessment process and the criteria that apply.
- Consistent: The same assessor would make the same judgement again in similar circumstances. The judgement made is similar to the judgement that would be made by other assessors.

Assessment criteria associated with critical crossfield outcomes
In the form of tasks in study material, written assignments, portfolio tasks, projects, case studies and examinations, learners will be assessed on their ability to:

1.
- Demonstrate the ability to interpret the Bible interpretation by applying recognised exegetical methods in specific contexts and by critically evaluating other interpretations.
- Describe theologies in relation to their respective cultural, economic, social and political contexts.
- Address church and community problems by using creative contextual approaches to ministry.

2.
- Show evidence of playing a moral and constructive role in a faith community and the community at large.
- Demonstrate evidence of the ability to communicate effectively in a community

3.
- Demonstrate the requisite study skills and learning strategies.
- Organise their own study plans.
- Think independently

4.
- Use library and other resources effectively to complete tasks.
- Construct academic essays by integrating information from a variety of sources.
- Act responsibly as a scholar (i.e. By using recognised reference techniques and by avoiding plagiarism).
- Evaluate theological theories, experiences, examples, etc.

5.
Produce persuasive forms of written, oral and other media communication express theological insights creatively in their first language and in terms of their culture and worldview

6.
Reveal sensitivity and maturity in responding to ethical challenges formulate concrete and creative responses to community problems

7.
- Show respect for personal, cultural, theological and religious diversity
- Demonstrate the relatedness between problems of a particular faith community and larger communities

8.
- Use a range of source materials (books, television, case studies) to gather information

- Engage with living communities as well as with academic course material

9.
- Show commitment to the well-being of society by developing well-informed ethical stances on community issues
- Play a responsible and constructive role in a faith community

10.
- Demonstrate tolerance of diversity and the opinions of others
- Demonstrate awareness of the role of cultural differences in biblical interpretation
- Display the ability to understand the cultural and contextual roots of differences between theologies
- Cooperate with people of other churches, theologies and religions

11.
- Compare and evaluate various options for further study
- Become involved accountably in a Christian community with a view to employment as a church or community worker

12.
- Develop the skills of social analysis, interpersonal sensitivity, imaginative intelligence, emotional maturity, and community involvement, which will be a great help in finding or creating employment within or outside church circles

INTERNATIONAL COMPARABILITY

This Qualification and the component Unit Standards have been compared with similar Qualifications from the following country:
New Zealand;
The Qualification that compares most directly is the New Zealand Qualification Authority's National Certificate in Christian Ministries (Level 4). This Qualification also requires 120 credits at Level 4 and has an analogous Purpose statement. The Qualification as a whole has a similar flexibility, specifically allowing credits from Humanities and even other Fields to be incorporated.

Examples of Unit Standards show that the approach is similar, with the difference that the South African Unit Standards are generally more contextual.

ARTICULATION OPTIONS

Qualifications such as the NQF Levels 2 and 3 Certificates in Theology and Ministry could articulate upwards to this NQF Level 4 FETC in Christian Theology and Ministry.
The NQF Level 4 FETC in Christian Theology and Ministry gives access to the Level 5 Diploma in Theology and Ministry (Dip Th Min) Qualification.
After obtaining the Dip Th Min Qualification a learner may progress to degree and then postgraduate studies at the level of Honours, and then Masters and Doctorate.

MODERATION OPTIONS

- Providers offering learning towards achievement of any of the Unit Standards that make up this Qualification must be accredited through the relevant ETQA by SAQA.
- Internal moderation of assessment must take place at the point of assessment with external moderation provided by the relevant ETQA according to the moderation guidelines and the agreed ETQA procedures.
- Assessors registered with the relevant ETQA must carry out the assessment of candidates for any of the Unit Standards that make up this Qualification

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessors should keep the following general principles in mind when designing and conducting assessments:
- Focus the initial assessment activities on gathering evidence in terms of the main outcomes expressed in the titles of the Unit Standards to ensure assessment is integrated rather than fragmented. The aim is to declare the person competent in terms of the Qualification purpose. Where assessment is across titles or at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the candidate is able to perform in the real situation.
- All assessments should be conducted in line with the following well documented principles of assessment

REREGISTRATION HISTORY

As per the SAQA Board decision/s at that time, this qualification was Reregistered in 2012; 2015.

NOTES

N/A

UNIT STANDARDS:

	ID	UNIT STANDARD TITLE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Core	116739	Apply biblical models of transformation to perceived needs of the community	Level 4	NQF Level 04	4
Core	116727	Communicate personal faith in a range of contexts	Level 4	NQF Level 04	3
Core	116724	Describe the background, contents and formation of the Bible	Level 4	NQF Level 04	8
Core	116736	Describe the nature, history and different methods of Christian mission	Level 4	NQF Level 04	4
Core	116734	Describe the purpose, sources and key elements of Christian doctrine and outline skills to engage with it	Level 4	NQF Level 04	6
Core	116791	Evaluate your own calling and ministry within the church and the community	Level 4	NQF Level 04	4
Core	116729	Explain and apply Gospel texts	Level 4	NQF Level 04	6
Core	116761	Identify basic Christian values and apply them to one's own life and community	Level 4	NQF Level 04	3
Fundamental	8968	Accommodate audience and context needs in oral communication	Level 3	NQF Level 03	5
Fundamental	8969	Interpret and use information from texts	Level 3	NQF Level 03	5
Fundamental	8973	Use language and communication in occupational learning programmes	Level 3	NQF Level 03	5
Fundamental	8970	Write texts for a range of communicative contexts	Level 3	NQF Level 03	5
Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	NQF Level 04	6
Fundamental	8974	Engage in sustained oral communication and evaluate spoken texts	Level 4	NQF Level 04	5
Fundamental	8975	Read analyse and respond to a variety of texts	Level 4	NQF Level 04	5
Fundamental	9016	Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts	Level 4	NQF Level 04	4
Fundamental	8979	Use language and communication in occupational learning programmes	Level 4	NQF Level 04	5

Fundamental	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	NQF Level 04	6
Fundamental	8976	Write for a wide range of contexts	Level 4	NQF Level 04	5
Elective	116723	Apply Christian ethical decision-making to current situations	Level 4	NQF Level 04	10
Elective	116737	Apply key Christian doctrines	Level 4	NQF Level 04	5
Elective	116743	Build relationships with children	Level 4	NQF Level 04	15
Elective	116726	Demonstrate an understanding of Christian Spirituality	Level 4	NQF Level 04	10
Elective	116747	Demonstrate an understanding of key Christian concepts in African context	Level 4	NQF Level 04	10
Elective	116745	Describe and apply Christian Education	Level 4	NQF Level 04	10
Elective	116744	Describe and apply Christian pastoral counselling skills	Level 4	NQF Level 04	10
Elective	116742	Describe and explain the theology of baptism and the baptismal practices of the learner's faith community	Level 4	NQF Level 04	5
Elective	116725	Describe Christian foundations in the early centuries	Level 4	NQF Level 04	10
Elective	116741	Describe the development of your congregation and denomination within the broad development of Christianity in Southern Africa	Level 4	NQF Level 04	6
Elective	116733	Describe the theology of the Eucharist and the eucharistic practices of the learner's faith community	Level 4	NQF Level 04	5
Elective	116732	Describe, analyse and apply Christian responses to death and bereavement, prepare for a funeral service, vigil or memorial service and explain the elements of the service.	Level 4	NQF Level 04	6
Elective	116731	Describe, discuss and apply Christian responses to witchcraft and sorcery	Level 4	NQF Level 04	4
Elective	116730	Equip others for children's ministry	Level 4	NQF Level 04	10
Elective	116728	Explain and apply New Testament letters	Level 4	NQF Level 04	10
Elective	116763	Explore key Christian concepts in African context	Level 4	NQF Level 04	10
Elective	116764	Help a community care for its children	Level 4	NQF Level 04	10
Elective	116760	Help children grow in Christian maturity	Level 4	NQF Level 04	15

Elective	116765	Help emotionally wounded children towards healing	Level 4	NQF Level 04	10
Elective	116762	Help families care for children	Level 4	NQF Level 04	10
Elective	116759	Initiate a ministry in a church or community for people living with HIV/AIDS	Level 4	NQF Level 04	10
Elective	116756	Investigate a narrative book	Level 4	NQF Level 04	10
Elective	116755	Involve children in the ministry of a faith community	Level 4	NQF Level 04	10
Elective	116753	Manage a children's ministry	Level 4	NQF Level 04	15
Elective	116752	Minister to children in their early childhood	Level 4	NQF Level 04	10
Elective	116751	Outline and discuss the history of Christianity in Africa	Level 4	NQF Level 04	6
Elective	116748	Outline the development of Christianity in Southern Africa	Level 4	NQF Level 04	10
Elective	116746	Outline the history of Christian ikonography, identify various ikons and explain their significance	Level 4	NQF Level 04	3
Elective	116758	Outline the history of Christianity in a particular place, period or region	Level 4	NQF Level 04	5
Elective	116757	Prepare and deliver sermons	Level 4	NQF Level 04	10
Elective	116754	Serve as leader in children's ministry	Level 4	NQF Level 04	10
Elective	116750	Understand children's ministry	Level 4	NQF Level 04	10
Elective	116749	Use an investigation of Biblical prophecy to identify modern prophetic voices	Level 4	NQF Level 04	6

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION:

NONE

PROVIDERS CURRENTLY ACCREDITED TO OFFER THIS QUALIFICATION:

This information shows the current accreditations (i.e. those not past their accreditation end dates), and is the most complete record available to SAQA as of today. Some Primary or Delegated Quality Assurance Functionaries have a lag in their recording systems for provider accreditation, in turn leading to a lag in notifying SAQA of all the providers that they have accredited to offer qualifications and unit standards, as well as any extensions to accreditation end dates. The relevant Primary or Delegated Quality Assurance Functionary should be notified if a record appears to be missing from here.

NONE