## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## REGISTERED QUALIFICATION:

### Occupational Certificate: Christian Religious Professional

| SAQA QUAL ID | QUALIFICATION TITLE | | | |
|---|---|---|---|---|
| 101571 | Occupational Certificate: Christian Religious Professional | | | |
| **ORIGINATOR** | | | | |
| Development Quality Partner - HWSETA (Social Work) | | | | |
| **PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY** | | | **NQF SUB-FRAMEWORK** | |
| - | | | OQSF - Occupational Qualifications Sub-framework | |
| **QUALIFICATION TYPE** | **FIELD** | | **SUBFIELD** | |
| Occupational Certificate | 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 | 237 | Not Applicable | NQF Level 05 | Regular-ELOAC |
| **REGISTRATION STATUS** | **SAQA DECISION NUMBER** | **REGISTRATION START DATE** | **REGISTRATION END DATE** | |
| Reregistered | EXCO 0425/24 | 2018-07-01 | 2025-12-30 | |
| **LAST DATE FOR ENROLMENT** | | **LAST DATE FOR ACHIEVEMENT** | | |
| 2026-12-30 | | 2029-12-30 | | |

*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

Purpose:
The purpose of this qualification is to prepare a learner to operate as a Christian Religious Professional.

A Christian Religious Professional directs and conducts the ministry functions in a faith community in order to facilitate spiritual formation; nurture fellowship and mutual care within the faith community; helps members to develop a Christian lifestyle; provides strategic leadership that leads to obedience to vocation as well as well-being and sustainability of the faith community; and develops a missional practice that shares the good news of Jesus Christ and serves the holistic well-being of the entire community.

A qualified learner will be able to:
• Lead the faith community in spiritual formation that nurtures their relationship with God.
• Develop and nurture fellowship and mutual care within the faith community.
• Facilitate the holistic well-being of people within the faith community by developing pro-active and reactive (coping) life skills and a Christian value system.
• Provide visional leadership that leads to obedience to vocation, as well as well-being and sustainability of the faith community.

- Develop a missional practice that shares the good news of Jesus Christ and serves the holistic well-being of the entire community.

Rationale:
Religious ministers serving churches and Christian groups in Southern Africa come from two distinct backgrounds. The first is deemed more formal in nature (also referred to as the so-called historic churches) while the second is seen as less formal and originated from more recent development processes. This second group includes what is referred to as Pentecostal and Charismatic churches and the large group of African Initiated Churches (AICs). Recent estimates indicate that there are around 186,000 pastors (ministers of religion) in this less formal group, compared to the number of around 9,000 for the historic churches.

As far as professional formation is concerned, the historic churches have a strong teaching and training tradition. Training of pastors (ministers of religion) in this relatively small group of churches was mainly on tertiary level at public universities (faculties of theology) or denominational seminaries. By contrast, access to formal training is virtually impossible to the vast majority of pastors in the less formal group. This lack of access is due to several reasons including geographical and financial reasons, and to most also due to a lack of appropriate prior learning. The qualifications under discussion are designed to overcome these challenges.

There are currently no formally recognised qualifications for religious practitioners within the Christian tradition, apart from the Higher Education qualifications registered through the different tertiary educational institutions. With the introduction of the new occupational certificate, society will benefit from the assurance that large numbers of spiritual leaders who did not have a proper training opportunity in the past, will now have training available to develop a relevant set of competencies. Two aspects are important in this regard.

Firstly, there is a growing concern in South Africa about moral degeneration and the loss of positive values in our communities, with the associated loss of hope, increase in crime levels, degeneration of our social fibre, etc. As South Africans have been shown to be a religiously inclined population, and as the people adhering to the Christian faith form the vast majority in the country (about 80% of the population according to the latest census information), Christian Ministers of Religion can play a significant role in turning these negative tendencies around. Well-formed and trained religious leaders in the community are needed for this to transpire. The new qualifications that aim at providing quality training with the appropriate content and focus, and that will be accessible to large numbers of presently untrained ministers of religion will make a huge contribution to the turning around of negative tendencies.

Secondly, there is a growing concern in our country about religious leaders, including leaders in the Christian tradition, whose conduct is unprofessional and detrimental to the community. This can, inter alia, be ascribed to a lack of proper training and inadequate training standards and professional oversight. Although this problem does occur in all spheres of the religious community, it is certainly also a serious issue in the informal church environment. Quality training, linked to the development of professional standards and a system of professional oversight will go a long way to protect communities against irresponsible persons who misuse their position as spiritual leaders in the community.

Churches with existing qualifications also support the development of this occupational qualification. The new qualification is not intended to replace existing Theology qualifications on tertiary level, but would rather fill a gap in the need for a qualification for the large number of pastors and other persons who want to function as ministers of religion, but do not have access to Higher Learning. The qualification would serve in this need as well by providing access to Higher Qualifications.

The training should be of a nature that will address the competencies required to effectively direct and conduct ministry functions whilst also making provision for the various unique theological nuances of the various Christian traditions.

The Occupational Certificate will be accessible to existing spiritual leaders who did not have the benefit of proper training in the past, and who do not have access to tertiary training at universities or private training institutions. It will also be accessible to newcomers to the profession who want to be trained as pastors, but who do not have access to tertiary training or who prefer to go the occupational training route.


**LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING**

Recognition of Prior Learning (RPL):
RPL for access to the external integrated summative assessment: Accredited providers and approved workplaces must apply the internal assessment criteria specified in the related curriculum document to establish and confirm prior learning. Accredited providers and workplaces must confirm prior learning by issuing a statement of result or certifying a work experience record.

RPL for access to the qualification: Accredited providers and approved workplaces may recognise prior learning against the relevant access requirements.

Entry Requirements:

- Level 4 with English Communication.


**RECOGNISE PREVIOUS LEARNING?**

Y


**QUALIFICATION RULES**

This qualification is made up of the following compulsory Knowledge and Practical Skill Modules:

Knowledge Modules:
- 263601005-KM-01, Essentials and characteristics of religious practitioners, Level 4, 6 Credits.
- 263601005-KM-02, The Bible and Bible interpretation, Level 5, 30 Credits.
- 263601005-KM-03, Basic Christian concepts, Level 5, 8 Credits.
- 263601005-KM-04, Christian ethics, Level 5, 8 Credits.
- 263601005-KM-05, History of the church and an overview of a variety of Christian traditions, Level 4, 6 Credits.
- 263601005-KM-06, Principles of building the faith community, Level 5, 8 Credits.
- 263601005-KM-07, Principles of preaching, Level 4, 8 Credits.
- 263601005-KM-08, Principles of conducting services, Level 4, 6 Credits.
- 263601005-KM-09, Spiritual formation, life skills training and value system development, Level 5, 10 Credits.
- 263601005-KM-10, Principles of pastoral counselling in a Christian context 12 Credits, Level 6, 12 Credits.
- 263601005-KM-11, The missional calling of the Church, Level 5, 7 Credits.
- 263601005-KM-12, Principles of church leadership and ministry management, Level 5, 8 Credits.
- 263601005-KM-13, Church administration, accountability and financial management, Level 4, 6 Credits.
Total number of credits for Knowledge Modules: 123.

Practical Skill Modules:
- 263601005-PM-01, Prepare sermons that will address the spiritual and contextual needs of the faith community, Level 5, 5 Credits.
- 263601005-PM-02, Conduct worship services within the faith community, Level 5, 5 Credits.
- 263601005-PM-03, Interact with groups and individuals in order to facilitate spiritual growth, Level 6, 4 Credits.
- 263601005-PM-04, Nurture fellowship among members of the faith community, Level 5, 4 Credits.
- 263601005-PM-05, Lead the faith community to show loving care in times of need or crisis, Level 6, 6 Credits.
- 263601005-PM-06, Lead the faith community to live according to a Christian value system and Christian virtues, Level 5, 4 Credits.
- 263601005-PM-07, Develop pro-active and reactive (coping) life skills in the faith community through preaching and teaching and mentoring, Level 6, 5 Credits.
- 263601005-PM-08, Lead a faith community through visionary spiritual leadership (strategic management as a spiritual discipline), Level 5, 4 Credits.
- 263601005-PM-09, Build the spiritual leadership capacity of the congregation/faith community, Level 5, 4 Credits.
- 263601005-PM-10, Facilitate effective ministries in a faith community (operational management as a spiritual discipline), Level 4, 4 Credits.
- 263601005-PM-11, Facilitate stewardship processes in the faith community (stewardship as a spiritual discipline), Level 4, 4 Credits.
- 263601005-PM-12, Mobilise the faith community to share the good news of Jesus Christ with the world, Level 5, 4 Credits.
- 263601005-PM-13, Plan and execute outreach programs to deal with socio-economic and other relevant needs in the wider community, Level 5, 3 Credits.
- 263601005-PM-14, Initiate and/or participate in interventions to deal with needs and emergency situations in the community, Level 5, 3 Credits.
- 263601005-PM-15, Participate in inter-faith community development initiatives, Level 5, 3 Credits.
- 263601005-PM-16, Plan and manage the effective use of media, Level 5, 2 Credits.
Total number of credits for Practical Skill Modules: 64.

This qualification also requires the following Work Experience Modules:
- 263601005-WM-01, Prepare and conduct a worship service to nurture the relationship with God, Level 5, 15 Credits.
- 263601005-WM-02, Plan and conduct teachings, and develop ministry activities, to enhance the quality of fellowship and mutual care, Level 5, 15 Credits.
- 263601005-WM-03, Develop pro-active and reactive (coping) life skills and nurture Christian values in a faith community, Level 5, 10 Credits.
- 263601005-WM-04, Engage the leadership of a faith community in discussions on visional leadership and operational management practices, Level 5, 5 Credits.
- 263601005-WM-05, Plan and execute an outreach or community development project in a community, Level 5, 5 Credits.
Total number of credits for Work Experience Modules: 50.

**EXIT LEVEL OUTCOMES**

1. Prepare and deliver a sermon incorporating the principles of exegesis, hermeneutics and homiletics.
2. Administer sacraments within the context of a specific faith tradition.
3. Plan and conduct a worship service.
4. Facilitate spiritual growth for individuals and groups.
5. Develop and nurture healthy relationships in a diverse faith community.
6. Lead the faith community to show loving care in times of need or crisis.
7. Lead the faith community to live according to a Christian value system and Christian virtues.
8. Develop pro-active and reactive (coping) life skills in the faith community through preaching, teaching, counselling and mentoring.
9. Lead a faith community through visionary spiritual leadership (strategic management as a spiritual discipline).
10. Facilitate effective ministries in a faith community (operational management as a spiritual discipline).
11. Facilitate stewardship processes in the faith community (stewardship as a spiritual discipline).
12. Mobilise the faith community to share the good news of Jesus Christ with the world.
13. Plan and execute outreach programs to deal with socio-economic and other relevant needs in the wider community.
14. Initiate and/or participate in interventions to deal with needs and emergency situations in the community and community development initiatives.
15. Conduct and promote spiritual advocacy relating to social justice issues (prophetic voice in society).


**ASSOCIATED ASSESSMENT CRITERIA**

Associated Assessment Criteria for Exit Level Outcome 1:
• Descriptions of the methods and techniques required to prepare and deliver a sermon references the principles of exegesis, hermeneutics and homiletics.
• Descriptions and examples from own life illustrate the way spiritual disciplines are used to discern God's intent for a sermon.
• Given a variety of sermons, learner will comment on:
> The interpretation of the Biblical texts and indicate which exegetical and hermeneutical principles were followed or not followed.
> The central message of the sermon and identify the homiletical principles used or not used in relating the message to the context of the audience.

Associated Assessment Criteria for Exit Level Outcome 2:
• Given a variety of example of sacraments being administered the learner will:
> Outline the specific theological principles of his or her church.
> Use the stated principles to comment on the theological principles underpinning the specific examples.

Associated Assessment Criteria for Exit Level Outcome 3:
• Given a variety of worship services in various contexts the learner will:
> Describe the role the world view of a faith community and context play in planning and conducting a worship service and evaluate the extent to which world view and context wereas incorporated in the given worship services.
> Evaluate the role and function of rituals, music, dance, prayer and other liturgical elements used in terms of their effectiveness in facilitating a service that nurtures worshipers� relationship with God.
> Evaluate the way public speaking and preaching techniques and media were used in the services by referencing the relevant theoretical principles.

Associated Assessment Criteria for Exit Level Outcome 4:
• Given a variety of individual and group sessions, focused on facilitating spiritual growth, the learner must:
> Identify the elements of spiritual growth being addressed.
> Evaluate the effectiveness of the session in terms of its aptness (spiritual needs as it relates to phase of life) to the phase of life of the people being ministered to.
> Evaluate the content and material used in the session in terms of its Biblical referencing was Bible interpretation principles used), and the spiritual growth information being shared.
> Evaluate the facilitation techniques used by referencing the principles of facilitation.

Associated Assessment Criteria for Exit Level Outcome 5:
• Explanations of the importance of fellowship, unity and harmony as key characteristic of the church indicates how it applies to various interest groups and categories of needs in a faith community.
• Descriptions of the theory of fellowship and group dynamics explain how various ministry interventions that could be used to strengthen the experience of fellowship in a faith community and explain the key success indicators for each of the interventions.

Associated Assessment Criteria for Exit Level Outcome 6:
• Given scenarios of various groups of persons that experience sickness, bereavement, other forms of life's normal distress situations and special forms of distress the learner must.
> Distinguish crisis and trauma from problem or need.

> Describe what role the faith community should play in providing care with specific reference to the aspects of training of members in the faith community and the role of spiritual gifts.
> Explain the role referral systems play in times of need and crisis and how to create referral systems.
> Identify the key principles related to providing care and support for the identified scenarios, rules of confidentiality and legal requirements related to specific trauma, crisis or support situations.

Associated Assessment Criteria for Exit Level Outcome 7:
• Given a range of problem based questions relating to Christian values and virtues learners will be able to explain:
> The relation between life in Christ and Christian virtues.
> How to involve the faith community in evaluating their Christian virtues by analysing their behavior.
> Given a range of faith community settings with examples of specific behaviour the learner will identify the:
> Christian value system and Christian virtues related to the scenario.
> Describe the most effective (age and culturally appropriate) way for nurturing the identified values and virtues (e.g. preaching, teaching, study groups, mentoring, counselling, drama and storytelling, printed media, electronic and social media.

Associated Assessment Criteria for Exit Level Outcome 8:
• Given a range of problem based questions relating to post pro-active and reactive (coping) life skills learners will be able to answer all questions correctly indicating the role of the minister in promoting the holistic wellbeing of members of a faith community.
• Given descriptions of wellbeing related challenges learners will be able to identify age and culturally appropriate methods and media for the cultivation of pro-and reactive life skills and spiritual disciplines/practices.
• Given different life skills teaching, counselling and mentoring scenarios learners will be able to evaluate the effectiveness of the intervention by referencing the relevant theoretical principles observed or suggest more appropriate interventions.

Associated Assessment Criteria for Exit Level Outcome 9:
• Given a range of problem based questions relating to strategic management as a spiritual discipline learner will be able to answer all questions correctly indicating the role of the minister in leading a faith community through visionary spiritual leadership.
• Given a scenario that outlines the strategic management of a faith community the learner will define the following and evaluate the applications of the concepts:
> Discerning Gods will for a faith community.
> Spiritual leadership.
> Spiritual journal.
> Formulation, confirmation and sharing of a vision for a faith community.
> Identification and development of spiritual leadership in a faith community.

Associated Assessment Criteria for Exit Level Outcome 10:
• Explanations of the principles of operational and project management in the church/faith community environment is accurate in terms of sound project planning principles.
• Given descriptions of a range of operational management situations of a faith community learners will be able to evaluate the:
> Ministry plans.
> Problem solving techniques used.

Associated Assessment Criteria for Exit Level Outcome 11:
• Explanations of the concept stewardship as it relates to accountability and corporate governance is appropriate and relevant to the Christian world view.
• Given a faith community's administrative processes apply relevant principles and comment on:
> Financial management processes.
> Asset management processes.
> Document management processes.

Associated Assessment Criteria for Exit Level Outcome 12:
• Definitions of what is the unfinished task of the church and the principles that should inform evangelism projects are relevant in terms of the Christian world and life views.
• The definition of the unfinished task of Jesus Christ is used to critically evaluate a given faith community's evangelism processes.

Associated Assessment Criteria for Exit Level Outcome 13:
• Explanations of the elements to consider in planning and implementing an outreach programme to address socio-economic and other needs in a community is relevant to the context and aligned with the Christian world and life view.
• Use the explanation to critically evaluate a given faith community's outreach programmes.

Associated Assessment Criteria for Exit Level Outcome 14:

- Given a range of problem based questions relating to dealing with needs and emergency situations in the community earners will be able to answer all questions correctly indicating the critical aspects of sustainable socio-economic development.
- Define the attributes of an asset based community support project.

Associated Assessment Criteria for Exit Level Outcome 15:
- Critically evaluate an advocacy, public witness or social justice activism campaign by referencing the missional nature of a faith community and the theoretical principles related to the church's prophetic voice in society.

Integrated Assessment:
Integrated Formative Assessment:
The skills development provider will use the curriculum to guide them on the stipulated internal assessment criteria and weighting. They will also apply the scope of practical skills and applied knowledge as stipulated by the internal assessment criteria. This formative assessment leads to entrance into the integrated external summative assessment.

Integrated Summative Assessment:
An external integrated summative assessment, conducted through the relevant Quality Council for Trades and Occupations (QCTO) Assessment Quality Partner is required for the issuing of this qualification. The external integrated summative assessment will focus on the Exit Level Outcomes and Associated Assessment Criteria.


**INTERNATIONAL COMPARABILITY**

Most countries have qualifications in the Higher Education Band. In addition, churches have seminaries that qualify their ministers to be ordained. Australia seems to be the only country that has registered vocational qualifications for ministry that are not denomination specific.

Evangelism, missionary and other outreach organisations offer courses for people that want to pursue a calling in ministry, but these programmes are not accredited.

The following equivalent qualification was found for a comparison with the qualification developed:

Australia:
- Course accrediting body: The Australian Skills Quality Authority (ASQA).
- Course Owner: Health and Community Services Workforce Council Inc.
- Course Title: 10433NAT Certificate IV in Christian Ministry and Theology.

Course Purpose:
This course is intended to provide participants with a range of knowledge and skills perform the following functions in a Christian ministry context:
- Identify, interpret and compare information related to basic Christian beliefs.
- Provide information related to Christian beliefs and understandings to some Christian and some non-Christian audiences.
- Propose what actions are appropriate in a range of life and ministry situations based on interpretations about Christian beliefs.

Core Units Covered:
- Discuss the nature of the Bible and present day Christian life and practice.
- Interpret theological data.
- Investigate information within a theological theme or issue.
- Gain new personal revelation.
- Explore ideas about God in relation to the way we live as Christians.
- Communicate theological information.

Elective Units Covered:
- Work effectively in mental health.
- Communicate appropriately with clients and colleagues.
- Respond holistically to client issues and refer appropriately.
- Develop and implement community programmes.
- Promote the safety, well-being and welfare of children, young people and their families.
- Work within specific communities.
- Support community leadership.
- Use targeted communication skills to build relationships.

The Certificate registered in Australia focuses more on ministry related content. Both qualifications prepare the individual for ministry with a focus on developing and demonstrating a virtuous life. The similarity also extends to the qualification providing access to Higher Qualifications, with no entry requirements.

United Kingdom:
- Course accrediting body: The Office of Qualifications and Examinations Regulation (Ofqual).
- Course Owner: University of London (http://www.londoninternational.ac.uk).
- Course Title: CertHE in Philosophy, Religion and Ethics.

Course Purpose:
This Certificate focuses on the use of Philosophy as a tool for analysing the nature and truth of religious beliefs and values, and on the two religions: Christianity and Islam. Candidates who successfully complete the CertHE in Philosophy, Religion and Ethics may be eligible to enter the second year of the BA in Philosophy, Religion and Ethics programme at Heythrop College, University of London.

Course Content:
- Philosophy of Religion.
- Introduction to the New Testament.
- Christian ethics for Philosophy, Religion and Ethics.
- Islam or Religion and Science.

The above outlined Certificate programme is typical of most Divinity or Theological programmes presented, it covers theory, with little or no ministry specific skills. The Christian Religious Practitioner Occupational Qualification covers the content offered by these qualifications but offer much more theoretical, skills and workplace learning to prepare the learner for Christian Ministry.

Conclusion:
The Occupational Qualification: Christian Religious Practitioner compares favourably with the qualifications highlighted above.


## ARTICULATION OPTIONS

Horizontal Articulation:
- Higher Certificate: Early Childhood Development, Level 5, SAQA ID: 23117.
- Higher Education and Training Certificate: Development Practice, Level 5, SAQA ID 23059.
- National Certificate: Labour Relations Practice: Industrial Relation Support, Level 5, SAQA ID 94078.

Vertical Articulation:
- Bachelor of Arts: Theology: Christian Ministry, Level 6, SAQA ID: 15030.


## MODERATION OPTIONS

N/A


## CRITERIA FOR THE REGISTRATION OF ASSESSORS

N/A


## NOTES

Qualifying for external assessment:
An external integrated summative assessment, conducted through the relevant Quality Council for Trades and Occupations (QCTO) Assessment Quality Partner is required for the issuing of this qualification. The external integrated summative assessment will focus on the exit level outcomes and associated assessment criteria.

This is a Level 5 Qualification.

Additional legal or physical entry requirements:
None.

Criteria for the accreditation of providers.
Accreditation of providers will be done against the criteria as reflected in the relevant curriculum on the QCTO website.

The curriculum title and code is: 263601005: Christian Religious Professional.

This qualification encompasses the following trades as recorded on the NLRD:
- This is not a trade.

Part Qualifications:
None.

**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**