Qualification reference **Bachelor of Theology Honours in History of Christianity (HUM334**)

**CHE Query/Response:**

The programme should be streamlined to ensure greater coherence and specialisation.

The assessment strategy should be outlined in greater detail and its alignment with teaching and learning should be shown.

The percentage of time dedicated to direct contact should be increased to at least 25%.

**Section 3 – Questions**

**Describe how the curriculum of the programme has been redesigned so that it aligns with the HEQSF, specifically in relation to the programme title (including the use of designators and / or qualifiers), intended purpose, exit level outcomes and assessment criteria for this programme (Criterion 1 iii, iv, 6 I,13 i).**

It has changed from NQF Level 7 to Level 8. Further nothing has changed.

Purpose: The purpose of this qualification is to enable students to acquire a comprehensive, critical and systematic knowledge of the History of Christianity, to become conversant with contemporary theological discourse, and its relevance to the needs of African/South African faith-based communities and societies at large. Furthermore students will be enabled to develop a foundational understanding and use of the research methodologies relevant to the History of Christianity discipline.

A second purpose is to provide students with the necessary applied and theoretical competencies to carry out a limited research project and communicate their new insights creatively (e.g. a mini-­dissertation of approximately 12 000 words), thus playing a constructive role within church and society. In this sense, the qualification also aligns with the third strategic goals of the University and College in that it develops research that advances African scholarship, supports and develops research capacity, and nurtures students to become productive researchers.

Outcomes: On completion of the programme the student will be able to: 1. Demonstrate the ability to define History as an academic discipline, to describe its methodology and to indicate under which conditions it can take Christianity as an object; 2. Demonstrate the ability to relate History of Christianity as an academic discipline to History and Theology respectively; 3. Discuss how a critical approach to History of Christianity may or may not be used to develop the Christian faith as practiced in Christian churches or in any community of believers; 4. Demonstrate familiarity with the use of (a) written and iconographic sources (legal documents, missionary reports, baptism and marriage registers, correspondence, newspapers, photographs etc) for History of Christianity research; (b) oral sources (individual or group oral history interviews) for History of Christianity research. For each category of sources due attention will be paid to the methodological issues their use is raising; 5. Demonstrate the ability to develop advanced knowledge on specific areas of History of Christianity with special reference to Christianity in Africa; 6. Demonstrate the ability to conduct a research project in a given field of research in History of Christianity; 7. Discuss how research in History of Christianity may contribute to a better understanding of the role of religion, and the Christian religion in particular, in society.

Assessment: While curricula may differ for the modules offered, the pedagogical learning objectives for each of the programme’s core modules are the same. There is continuous and integrated assessment in the form of written assignments, oral presentations and participation in the workshops. Students are assessed on Independent individual research, oral presentations, written assignments (group and/or individual) and examinations

**Discuss the overall assessment strategy and indicate the constructive alignment of the programme design, teaching and learning strategy, and assessment procedures to the learning outcomes (Criteria 6 I, 13 i).**

**Programme assessment approach (e.g. case-based assessment approach)**

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| **Year Level** | **Assessment Purpose** | **Assessment Methods** |
| 1 | Developing an understanding of the historical method and of its application to History of Christianity | Seminar presentations  Reading reactions  Written assignments |
| 1 | Discussing how a critical approach to History of Christianity may or may not apply to faith as practices by churches and faith communities | Seminar presentations  Reading Reactions  Written assignments |
| 1 | Critically assessing the work of recognized authors in the field of History of Christianity | Reading Reactions |
| 1 | Demonstrating familiarity with archive repositories, documentation centres and specialised libraries of interest for students in History of Christianity | Site visits reports |
| 1 | Making use of primary sources (written or oral) for the purpose of a research project on one aspect of History of Christianity | Seminar presentations  Written assignments  Independent individual research project |
| 1 | Making use of secondary literature for the purpose of a research project on one aspect of History of Christianity | Seminar presentations  Written assignments  Independent individual research project |
| 1 | Dealing with ethical issues when conducting a research project in History of Christianity | Seminar presentations  Written assignments  Independent individual research project |
| 1 | Developing writing skills with a view to being able to write a research report | Written assignments  Independent individual research project |
| 1 | Discussing the relevance of History of Christianity for contemporary issues in church and society | Seminar presentations  Written assignments  Independent individual research project |
| 1 | Reflecting upon, discussing and assessing the knowledge and research skills developed as a result of the module | Written exams |
| 1 | Demonstrating familiarity with certain aspects of History of Christianity in reference to the themes discussed during the seminars | Written exams |

**In the table below, indicate the types of learning activities of the amended programme design, and number of hours a student is expected to devote to each type. (This should refer to the table above relating to Programme**

**details) (Criterion 1 vi)**

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| **Type of learning activity** | **Hours** | **% of learning time** |
| Direct contact time (Lectures, face to face, limited interaction or technology ­assisted, tutorials, Syndicate groups) | 320 | 25 % |
| WIL (Practical experiential learning, simulated learning, laboratory work, practicals etc excluding workplace-based learning) |  |  |
| WIL (Workplace-based learning only) |  |  |
| Independent self-study of standard texts and references and specially prepared materials (study guides, books, journal articles, case studies, multi-media) | 940 | 73.44% |
| Assessment | 20 | 1.56% |
| Other (specify) |  |  |
| **Total** | 1280 | 100% |