NWU ®

Faculty of Theology

Quality Manual

Version 3, updated Nov 2020

Abbreviations and definitions

BA	Baccalaureus Artium/*Bachelor of Arts*
BCCM	Biblical Counselling and Church Ministry
BDiv	Baccalaureus Divinitatis/*Bachelor of Divinity*
BTh	Baccalaureus Theologiae/*Bachelor of Theology*
C	Chairperson
CAD	Committee for Advanced Degrees
CESM	Classification of Educational Subject Matter
CIGS	Corporate Information and Governance Services
CHE	Council on Higher Education
CPA	Core performance areas
CTL	Centre for Teaching and Learning
CV	*Curriculum Vitae*
DTEA	Distinguished Teaching Excellence Award
EDTL	Executive Dean Theology
E-learning	Electronic learning
EPE	External Programme Evaluation
FB	Faculty Board
FITLP	Faculty Integrated Teaching and Learning Plan
FMC	Faculty Management Committee
FTHEOL	Faculty of Theology
HC	Higher Certificate
HDC	Higher Degrees and Ceremonies
HEI	Higher Education Institutions
HEQC	Higher Education Qualification Committee
HEQF	Higher Education Qualification Framework
HEQSF	Higher Education Qualification Sub-Framework
HET	Higher Education and Training
Hons	*Honours*
IPE	Internal Programme Evaluation
ITEA	Institutional Teaching Excellence Rewards
LMS	Learning Management System
M	*Master's*
M&C	Marketing and Communication
M/a	Management assistant
MC	Mahikeng Campus
MDiv	Magister Divinitatis/ *Master of Divinity*
MTh	Magister Theologiae/ *Master of Theology*

NQF	National Qualifications Framework
NWU	North-West University
OC	Off-Campus
ODL	Open Distance Learning
PC	Potchefstroom Campus
PDC	Programme Development Committee
PGDip	Postgraduate Diploma
PGEC	Postgraduate Examination Committee
PhD	Philosophiae Doctor/ *Doctor of Philosophy*
PQM	Programme Qualifications Mix
Q&APP	Qualifications and academic programme planning
REC	Research Ethics Committee
RIHDC	Research Innovation and Higher Degrees Committee
RP	Research proposal
RPL	Recognition of prior learning
SALA	Student Academic Lifecycle Administration
SALTS	School for Ancient Languages and Text Studies
SAQA	South African Qualifications Authority
SBCCM	School for Biblical Counselling and Church Ministry
SCAS	Senate Committee for Academic Standards
SCTL	Senate Committee for Teaching and Learning
SCRI	Senate Committee for Research and Innovation
SI	Supplemental Instruction
SLP	Short Learning Programme
SS	Student Systems
TLC	Teaching and Learning Committee
TLS	Distance or online Learning Systems
TSP	Theological School Potchefstroom
UCE	Unit for Continuing Education
UGEC	Undergraduate Examination Committee
UODL	Unit for Open Distance Learning
URT	Unit for Reformational Theology
VC	Vaal Triangle Campus
WIL	Work-Integrated Learning

1 INTRODUCTION

1.1 PURPOSE OF FACULTY QUALITY MANUAL

This quality manual has been formulated to lead the management and leadership system of the Faculty of Theology towards quality assurance and ongoing quality improvement. The manual is supportive of the vision of the North-West University, which is to be *a pre-eminent University in Africa, driven by the pursuit of knowledge and innovation*. The realization of this vision is ensured through an effective formulation of policies and rules with a view to a functional quality management and leadership system. In this way a culture of quality assurance is established and developed and staff are empowered in the execution and implementation of quality assurance systems, processes, procedures and mechanisms. The quality manual in this way offers a framework within which these quality assurance actions can be monitored. The formulation of a quality manual is an ongoing process which is reviewed and revised annually. The aim of this quality manual is to describe the processes, procedures, activities, structures, responsibilities, policies, plans and systems aimed at achieving, sustaining, monitoring and continuously advancing quality in the Faculty of Theology and thus complies with the Quality Policy of the NWU. For the purpose of the quality manual, the following areas will be discussed in this section of the manual:

- Teaching-learning
- Research
- Community Engagement / Implementation of Expertise.

2 FACULTY QUALITY MANAGEMENT AND LEADERSHIP IN CONTEXT

Quality management, assurance and improvement do not stand in isolation from the National Higher Education sector in South Africa. These activities are directed by various legal frameworks and management by a National Higher Education management system. Within these frameworks the Faculty of Theology does quality management leadership system development in contributing to the execution of the NWU, Quality Policy, NWU Teaching-Learning strategy, Policies on Teaching and Learning, Policies on Research and Innovation, and Community Engagement Policy as developed and approved by the NWU Institutional Management framework.

2.1 LEGAL FRAMEWORK (with links)

Higher Education Act, 101 of 1997 (1)

Higher Educational Qualifications Framework (HEQF) (2)

Higher Educational Qualifications Sub-Framework (HEQSF) – 2013 (3)

National Qualifications Framework (NQF) Act 67 of 2008 (4)

SAQA Level descriptors (5)

Classification of Educational Subject Matter (CESM) (6)

Recognition of Prior Learning (7)

Entry into Higher Education. The National Senior Certificate (8)

Language Policy for Higher Education (9)

Language Policy Framework for SA Higher Education (10)

Minimum Admission Requirements for Certificates, Diplomas and Degrees ([11](#))

Policy for measurement of research output in Higher Education ([12](#))

Criteria for Programme Accreditation ([13](#))

2.2 NWU [INSTITUTIONAL MANAGEMENT FRAMEWORK](#)

2.2.1 [POLICIES](#)

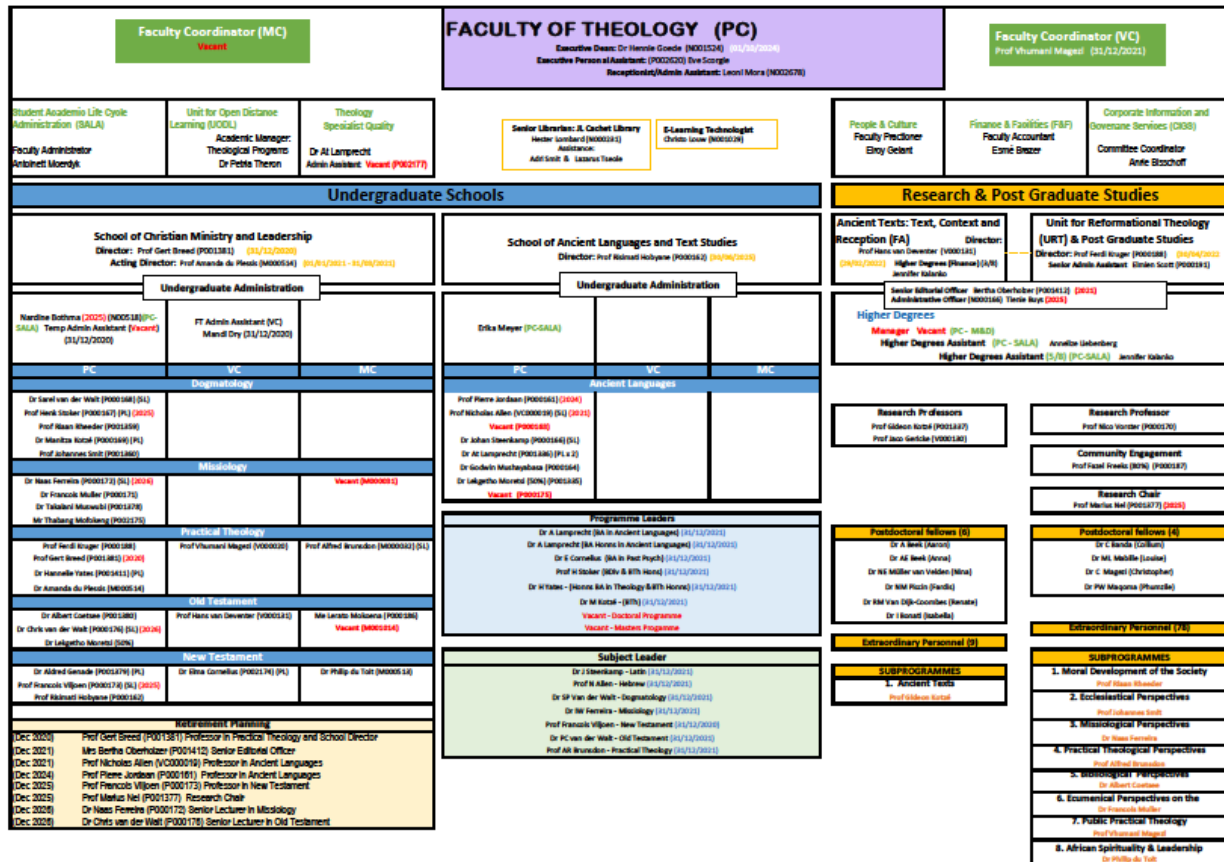## 2.3 NWU [FACULTY OF THEOLOGY MANAGEMENT AND LEADERSHIP FRAMEWORK](#)

2.3.1 FACULTY OF THEOLOGY IN CONTEXT

The Faculty of Theology of the North-West University practises the science of Theology on Reformational foundation. This implies recognition that the Word of God, the Bible, originated through the inspiration of the Holy Spirit and that the Bible is therefore inspired and authoritative. This is the basis on which all paradigms (including our own) are subjected to constant critical and reformative study, while accommodating staff members and students of other theological persuasions who respect this Reformational foundation and inclusive approach.[(Read more)](#)

The School of Ancient Language and Text Studies falls under the Faculty of Theology and is chiefly concerned with research relating to the Ancient World, its languages, and its material culture. The School houses leading authorities in Classical Latin, Ancient Greek, and the languages of the Ancient Near East, specifically the Aramaic and the Hebrew of the Tenach, but also Arabic, Acadian, Syriac, Ugaritic, and Old-Aramaic. [(Read more)](#)

The positioning and operating structure of the faculty

Faculty Coordinator (MC)	FACULTY OF THEOLOGY (PC)	Faculty Coordinator (VC)
Vacant	Executive Dean: Dr Hennie Goede (N001524) (01/10/2020) Executive Personal Assistant: (P002320) Eve Scorgie Receptionist/Admin Assistant: Leoni Mora (N002678)	Prof Vhumani Magezi (31/12/2021)

| Student Academic Life Cycle Administration (SALA)

Faculty Administrator
Antoinett Moerdyk | Unit for Open Distance Learning (UODL)
Academic Manager: Theological Programs
Dr Petria Theron | Theology Specialist Quality

Dr At Lamprecht
Admin Assistant: Vacant (P002177) | Senior Librarian: JL Cachet Library
Hester Lombard (N000231)
Assistance:
Adri Smit & Lazarus Tsecle | E-Learning Technologist
Christo Louw (N001029) | People & Culture
Faculty Practioner
Elroy Gelant | Finance & Facilities (F&F)
Faculty Accountant
Esmé Brezer | Corporate Information and Governance Services (CIGS)
Committee Coordinator
Anie Bischoff |

Undergraduate Schools	**Research & Post Graduate Studies**

Undergraduate Schools

School of Christian Ministry and Leadership
Director: Prof Gert Breed (P001381) (31/12/2020)
Acting Director: Prof Amanda du Plessis (M000514) (01/01/2021 - 31/05/2021)

Undergraduate Administration

| Nardine Bothma (2025) (N005118)(PC-SALA) Temp Admin Assistant (Vacant) (31/12/2020) | FT Admin Assistant (VC) Mandi Dry (31/12/2020) |

PC	VC	MC
Dogmatology		
Dr Sarel van der Walt (P000168) (SL)		
Prof Henk Stoker (P000167) (PL) (2025)		
Prof Riaan Rheeder (P001459)		
Dr Manitza Kotzé (P000169) (PL)		
Prof Johannes Smit (P001860)		
Missiology		
Dr Naas Ferreira (P000172) (SL) (2026)		Vacant (M000081)
Dr Francois Muller (P000171)		
Dr Takalani Muswubi (P001878)		
Mr Thabang Mofokeng (P002175)		
Practical Theology		
Prof Ferdi Kruger (P000188)	Prof Vhumani Magezi (V000039)	Prof Alfred Brunsdon (M000032) (SL)
Prof Gert Breed (P001381) (2026)		
Dr Hannelie Yates (P001411) (PL)		
Dr Amanda du Plessis (M000514)		
Old Testament		
Dr Albert Coetsee (P001880)	Prof Hans van Deventer (V000121)	Me Lerato Mokoena (P000186)
Dr Chris van der Walt (P000176) (SL) (2026)		Vacant (M000514)
Dr Lekgetho Moretsi (50%)		
New Testament		
Dr Aldred Genade (P001376) (PL)	Dr Elma Cornelius (P002174) (PL)	Dr Philip du Toit (M000518)
Prof Francois Viljoen (P000174) (SL) (2025)		
Prof Risimati Hobyane (P000162)		

Retirement Planning
(Dec 2020) Prof Gert Breed (P001381) Professor in Practical Theology and School Director
(Dec 2021) Mrs Bertha Oberholzer (P001412) Senior Editorial Officer
(Dec 2021) Prof Nicholas Allen (VC000019) Professor in Ancient Languages
(Dec 2024) Prof Pierre Jordaan (P000161) Professor in Ancient Languages
(Dec 2025) Prof Francois Viljoen (P000173) Professor in New Testament
(Dec 2025) Prof Markus Nel (P001377) Research Chair
(Dec 2026) Dr Naas Ferreira (P000172) Senior Lecturer in Missiology
(Dec 2026) Dr Chris van der Walt (P000176) Senior Lecturer in Old Testament

School of Ancient Languages and Text Studies
Director: Prof Risimati Hobyane (P000162) (30/06/2019)

Undergraduate Administration

Erika Meyer (PC-SALA)

PC	VC	MC
Ancient Languages		
Prof Pierre Jordaan (P000161) (1026)		
Prof Nicholas Allen (VC000019) (SL) (2021)		
Vacant (P000188)		
Dr Johan Steenkamp (P000166) (SL)		
Dr At Lamprecht (P001186) (PL x 2)		
Dr Godwin Mushayabasa (P000164)		
Dr Lekgetho Moretsi (50%) (P001435)		
Vacant (P000175)		

Programme Leaders
Dr A Lamprecht [BA in Ancient Languages] (31/12/2021)
Dr A Lamprecht [BA Honns in Ancient Languages] (31/12/2020)
Dr E Cornelius [BA in Post Psych] (31/12/2021)
Prof H Stoker [BDiv & BTh Honns] (31/12/2021)
Dr H Yates – [Honns BA in Theology & BTh Honns] (31/12/2021)
Dr M Kotzé – [BTh] (31/12/2021)
Vacant - Doctoral Programme
Vacant - Masters Programme

Subject Leader
Dr J Steenkamp - Latin (31/12/2021)
Prof N Allen - Hebrew (31/12/2021)
Dr SP Van der Walt - Dogmatology (31/12/2021)
Dr JW Ferreira - Missiology (31/12/2021)
Prof Francois Viljoen - New Testament (31/12/2020)
Dr PC van der Walt - Old Testament (31/12/2021)
Prof AR Brunsdon - Practical Theology (31/12/2021)

Research & Post Graduate Studies

Ancient Texts: Text, Context and Reception (FA) Director:
Prof Hans van Deventer (V000121) (29/01/2021) Higher Degrees (Finance) (A/R) Jennifer Xalanko

Unit for Reformational Theology (URT) & Post Graduate Studies
Director: Prof Ferdi Kruger (P000188) (04/04/2022) Senior Admin Assistant: Elmien Scott (P000191)

Senior Editorial Officer Bertha Oberholzer (P001412) (2021)
Administrative Officer (N000166) Tienie Buys (2015)

Higher Degrees
Manager Vacant (PC - M&D)
Higher Degrees Assistant (PC - SALA) Annelize Liebenberg
Higher Degrees Assistant (5/8) (PC-SALA) Jennifer Xalanko

Research Professors	**Research Professor**
Prof Gideon Kotzé (P001337)	Prof Nico Vorster (P000170)
Prof Jaco Gericke (V000180)	
	Community Engagement
	Prof Fazel Freeks (80%) (P000187)
	Research Chair
	Prof Marius Nel (P001377) (2025)

Postdoctoral fellows (6)	**Postdoctoral fellows (4)**
Dr A Beek (Aaron)	Dr C Banda (Collium)
Dr Ali Beek (Anna)	Dr ML Mabille (Louise)
Dr NE Müller van Velden (Nina)	Dr C Magezi (Christopher)
Dr NM Piszin (Fandie)	Dr PW Magoma (Phumzile)
Dr KM Van Dijk-Coombes (Renate)	
Dr I Bonati (Isabella)	

Extraordinary Personnel (9)	**Extraordinary Personnel (78)**

SUBPROGRAMMES	**SUBPROGRAMMES**
1. Ancient Texts Prof Gideon Kotzé	1. Moral Development of the Society Prof Riaan Rheeder
	2. Ecclesiastical Perspectives Prof Johannes Smit
	3. Missiological Perspectives Dr Naas Ferreira
	4. Practical Theological Perspectives Prof Alfred Brunsdon
	5. Biblological Perspectives Dr Albert Coetsee
	6. Ecumenical Perspectives on the Dr Francois Muller
	7. Public Practical Theology Prof Vhumani Magezi
	8. African Spirituality & Leadership Dr Philip du Toit

Role players ensuring quality and responsibilities

The key role players in the Faculty of Theology quality management and leadership system are all tasked with a specific responsibility with a view to achieving a smooth flow in the quality process aimed at achieving effective quality assurance and improvement of the qualification programmes.

KEY ROLE PLAYERS	RESPONSIBILITIES
Executive Dean	Through efficient application of the management triangle model, the Dean has to ensure that: • A strategic plan for the faculty be prepared and implemented in line with the University's vision and strategy, and with the Institutional plans; • Effective development and management of human resources take place in the Faculty with a view to maintaining a motivated and capable personnel corps; • The financial resources of the Faculty are effectively managed. • Research programmes be implemented and managed that are of a high quality and impact, and that comply with the established quality assurance requirements; • Teaching-Learning programmes be initiated, implemented and managed that are relevant and of a high quality and that comply with the internal/external quality assurance requirements; • The Faculty is developed innovatively through marketing with regard to students and resources, and through the building of a positive image and the utilization of niche market opportunities; • Adequate and well-maintained facilities and equipment are available on an ongoing basis, and that sufficient administrative support is provided.
Faculty Board	The Faculty Board: • Is responsible for the overall management of the quality of the academic qualification programmes offered by the Faculty of Theology; • This overall management is done by way of the Faculty Board. • Informs the dean about the ongoing management and development of academic qualification programmes in order to ensure the quality care of academic qualification programmes offered by the faculty.
Faculty Board committees	The Faculty Board committees: • Take guidance in and make recommendations to the Faculty Board about the evaluation and revision Faculty rules.
Director Teaching-Learning schools	The School Directorship is not a full-time management position and it is expected of him/her to still undertake Teaching-Learning, research and community service commitments, focussed on the relevant school. The purpose of the position is to formulate and strategically plan the aims of the School with regard to Teaching-Learning, research, and community service through the application expertise and to plan for its realization strategically. In summary the CPAs are the following: • The establishment of a positive vision and value statement in line with the Faculty and Institutional Plans;

	- The formulation of strategic plans and objectives to realize the Faculty and Institutional Plans; - The creation of a conducive work environment of staff (including effective administrative, financial and information management as well as the creation of a caring community); - Identification and motivation of staff for participating in courses and training opportunities to promote Professional development; - Facilitation of the promotion of personnel in conjunction with the Dean and the Academic Promotion Committee (planning and facilitation of the profiling of personnel, identification of candidates, assistance and advice in the preparation of documentation, etc.); - The creation, organization and allocation of resources (personnel, money, equipment) to achieve objectives; within limits, policy and in line with the Faculty and Institutional Plans; - Leadership with regard to and co-ordination of functions and activities, among others through effective communication; - The creative development and assurance of effective Teaching-Learning (for example, dealing with examination papers and controls, implementation of SI, quality of assessment), and the optimisation of the use of Teaching-Learning technology, also through personal example; - The improvement of the marketability and effective marketing of the School and personnel within the Faculty, the University and the community; - The management of student admissions, requests and examination; - To serve ex officio on various school, faculty and University committees, including the Faculty Board of the Faculty; - The development of a personal management profile with a view to a visionary and effective management of the School; - Co-ordination and facilitation of community involvement through the application of expertise within the school.
Directors Research	The Directors Research has the following CPAs: - Preparation and implementation of a strategic research plan for the Focus area/unit within the University and faculty research strategy; - Expert guidance, innovation and initiation with regard to research programmes in the focus area/unit; - Preparation of applications and active involvement in obtaining funds, facilities and equipment for the focus area/unit through independent initiatives and through the activation of researchers' potential in this regard; - Organising and co-ordinating resources with regard to reaching of objectives, including personnel, M and D students, finances and equipment; - Planning and organizing ways in which the research expertise of the focus area/unit can be marketed through entering into income-driven research contracts and the engagement in research projects for which there might be a market demand; - Selection of researchers for participation in the programmes of the focus area/unit, and participation in the performance agreement/career planning of these researchers; - Involvement in the planning of personnel structures, creation of posts, and appointment and evaluation of personnel involved in the focus area/unit, with the necessary emphasis on capacity building and expansion of expertise; - Implementation of the appropriate quality promotion and assurance systems to ensure research outputs of high quality;

	• Managing of M and D students in terms of linking up with and participating in the programmes of the focus area/unit; • Development of a positive image of the focus area/unit through effective liaison and marketing; • Development of own professional and academic leadership and management skills, with a view to high-level academic guidance and research management in the focus area/unit.
Academic Teaching-Learning	It is the duty of a lecturer in the Faculty of Theology to: • Guide students in line with the premise of the Teaching and Learning policy of the NWU towards achieving the outcomes that are unique to a programme and its constituent modules through active learning activities that are appropriate for the level of autonomy of students and that can be expected at a particular level of development of students, and to report on this to the relevant Subject group chairperson, who will in turn report to the relevant Director(s); • Ensure that teaching and learning comply with national statutory criteria for effective outcomes-based education in the Higher Education sector, as determined by Act 101 of 1997, the Criteria for Programme accreditation (HEQC, 2004), the Draft National Qualifications Framework (SAQA, 2004) and the Draft Higher Education Qualification sub-framework (HEQFSF) (Department of Education, 2013); • Give expression to the mission statement of the NWU, viz. to produce rounded graduates who are capable of thinking laterally and critically, to serve the country and the people, through quality teaching and learning and to educate and empower such students in the true sense of the word. • Support the development and presentation of modules through the use of suitable technology; • Participate in support and development opportunities to achieve the University's Teaching-Learning-objectives as outlined in the Institutional Plan; • Provide students with a Study guide that complies with the principles and criteria as determined by the Study Guide policy of the NWU, and to revise and adjust such guides on an ongoing basis; • Ensure that the prescribed study material of each module is readily available and that, where applicable, copyright clearance and referencing are done in line with the legal requirements; • Ensure that the assessment of modules is done in line with the NWU Teaching Learning and Assessment Policy and General Academic Rules; • Supplying records of summative assessments (papers, memoranda and answer scripts) to the M/a of the relevant School Director. • In line with the Teaching Learning and Assessment Policy of the NWU to provide students with feedback about all assessments within a reasonable time, with the exception of a final assessment (examination) of a module, for which a written request has to be submitted. • See to it that, in line with the Teaching Learning and Assessment Policy, student evaluations are done at least once per semester in all modules in which they receive instruction, by means of the approved evaluation questionnaire; • Provide academic guidance to students and where necessary to provide personal guidance or to arrange that where appropriate; • Execute administrative tasks, for example, committee and management duties;

	• Always, in the teaching situation, act in accordance with the [NWU Code of Ethics](#) • Create opportunities and to implement them to promote Practical (and/or Work-Integrated Learning) through creating links and relationships with businesses, practices, churches of different denominations, state departments and schools, etc.; • Appoint student facilitators where necessary, to guide them throughout and to arrange facilitation classes and to monitor them (SI); • Report, as the cycle may provide from time to time, for participation in the excellence in teaching evaluation; • Undertake *Ad hoc*-tasks that the relevant School Director may request from time to time.
Academic: Research	It is the duty of a lecturer at the Faculty of Theology to: Promote the effective functioning of the research policy of the Faculty within the Research entity/focus group, which includes the following activities: • To render research outputs within a particular sub-programme in the research entity/focus group in line with the performance agreement; • To make a contribution in the academic field nationally and internationally, with research that is, as far as possible, also applicable to the South African and African context; • To apply and make available research expertise to the advantage of society; • To establish national and international networks, to utilize them and to expand them; • Through giving high-quality postgraduate supervision to motivate students and to empower them towards achieving outcomes; • To make research expertise available to colleagues through collegial support to co-researchers and mentorship to new researchers; • To do effective research administration; • To execute *ad hoc*-instructions that the relevant director might issue
Qualification programme leader	The qualification programme leader ensures that: • The qualification programme design is in line with the mission and plan of the University; • The rationale of the qualification programme ensures a constant student inflow and focuses on the needs of the end-user; • The purpose of the qualification programme is in line with the outcomes of the modules; • Articulation options are correctly dealt with; • Admission requirements of the qualification programme are appropriate and correct; • Selection criteria for the qualification programme are appropriate and correct; • RPL is being applied correctly;

	• The teaching and learning strategy of the qualification programme is clearly outlined and applied;
	• The quality of the teaching and learning is at a high level;
	• The [Teaching Learning and Assessment Policy] of the University is being applied;
	• The module content is at the correct NQF level and that learning activities are on standard;
	• Processes have been established that might be needed to identify and support inactive students;
	• The infrastructure and library sources are adequate for effective implementation of the qualification programme;
	• Research and Innovation policies, procedures and regulations are applied, where applicable;
	• Liaison is effected with the Faculty Administrator, Quality Specialist, School Director and Academic Administration with a view to an improvement and development plan for the qualification programme;
	• The Internal and External programme evaluations that should take place on a three-yearly basis are initiated and managed;
	• The implementation of the improvement plan is done and feedback given to the Faculty Administrator;
	• The qualification programme document is updated annually with a view to the quality manual.
Subject group chairperson	The subject group chairperson has the following responsibilities: • To support the School Director and Director Research and to advise them with regard to issues that impact the fundamental of the relevant subject; • To help with the allocation of the instructional commitments in the subject group in accordance with a timetable that supports the strategic teaching aims of the School Director; • To do the appointment and co-ordination of student assistants and markers as support for personnel; • To do checking of student achievements and recommendations about student requests; • To make recommendations with regard to personnel requests that are linked to the day-to-day functioning of the subject group, including study and special leave of staff and merit assessments of personnel; • To deal on a regular basis with the revision of qualification programme compilations according to an acceptable curriculation/ internal programme model, to ensure ongoing compliance with the teaching aims of University, Faculty and school; • To, when requested, act as acting School Director in the absence of the director.
Locum tenentes	Manual for *locum tenentes*

Faculty Board

See Faculty of Theology [Yearbook 2021](), page 20.

Faculty Committees

See Faculty of Theology [Yearbook 2021](), page 20.

Faculty of Theology qualification programme structure

QUALIFICATIONS, PROGRAMMES AND CURRICULA /
KWALIFIKASIES, PROGRAMME EN KURRIKULUMS

FIRST BACHELOR DEGREES / *EERSTE BACCALAUREUSGRADE*						
Qualification *Kwalifikasie*	**Programme** *Program*	**APS**	**Qualification Code** *Kwalifikasiekode*	**Mode of delivery** *Metode van aflewering*	**Campus** *Kampus*	**NQF level** *NKR-vlak*
Bachelor of Arts in Ancient Languages *Baccalaureus Artium in Antieke Tale*	Translation Studies *Vertaalstudie* Classical Studies *Klassieke Studie* Ancient Near Eastern Studies *Ou Nabye Oosterse Studie*	24	3BB H01 3BB H02 3BB H03	Contact/*Kontak*	PC/*PK*	7
Bachelor of Arts in Pastoral Counselling and Psychology (Programme is being phased out. No new first year students were accepted from 2018.) ***Baccalaureus Artium in Pastorale Begeleiding en Psigologie*** *(Program faseer uit. Geen nuwe studente is vanaf 2018 toegelaat nie.)*		24	100153	Contact/*Kontak*	PC/*PK* VC/*VK*	7
Bachelor of Arts in Pastoral Psychology ***Baccalaureus Artium in Pastorale Psigologie***		24	3DC H01	Contact/*Kontak*	VC/*VK* MC/*MK*	7
FIRST BACHELOR DEGREES / *EERSTE BACCALAUREUSGRADE*						
Qualification *Kwalifikasie*	**Programme** *Program*	**APS**	**Qualification Code** *Kwalifikasiekode*	**Mode of delivery**	**Campus** *Kampus*	**NQF level** *NKR-vlak*

				Metode van aflewering		
Bachelor of Divinity		24	3BC K01	Contact/*Kontak*	PC/*PK*	8
			3BD K01	*Distance/Afstand*		
Baccalaureus Divinitatis						

FIRST BACHELOR DEGREES / *EERSTE BACCALAUREUSGRADE*						
Qualification *Kwalifikasie*	**Programme** *Program*	**APS**	**Qualification Code** *Kwalifikasiekode*	**Mode of delivery** *Metode van aflewering*	**Campus** *Kampus*	**NQF level** *NKR-vlak*
Bachelor of Theology (The following programmes are being phased out. No new students were accepted from 2018.) ***Baccalaureus Theologiae*** *(Die volgende programme faseer uit. Geen nuwe studente is vanaf 2018 toegelaat nie.)*	Church Ministry *Kerklike Bediening*	24	341106	Contact/Distance *Kontak/Afstand*	PC/*PK*	7
	Bible Languages *Bybeltale*		341109	Contact/*Kontak*	PC/*PK*	7
	BTh *BTh*		341110	Distance/Afstand Contact/*Kontak*	PC/*PK* MC/*MC*	7
Bachelor of Theology ***Baccalaureus Theologiae***	Bible and Church Ministry *Bybel en Kerklike bediening*	24	3DD H02	Contact/*Kontak*	PC/*PK*	7
	Pastoral Counselling and Psychology *Pastorale Berading en Psigologie*		3DD H01	Contact/*Kontak*	PC/*PK*	7
	Bible Languages and Bible Translation *Bybeltale en Bybelvertaling*		3DD H03	Contact/*Kontak*	PC/*PK*	7
Bachelor of Theology in Christian Ministry ***Baccalaureus Theologiae in Christelike Bediening***		24	3DF H01 3DG H01	Contact/*Kontak* Distance/*Afstand*	MC/*MK* PC/*PK*	7
HONOURS DEGREES / *HONNEURSGRADE*						
Qualification *Kwalifikasie*	**Programme** *Program*	**APS**	**Qualification Code** *Kwalifikasiekode*	**Mode of delivery** *Metode van aflewering*	**Campus** *Kampus*	**NQF level** *NKR-vlak*

Qualification	Programme	APS	Qualification Code	Mode of delivery	Campus	NQF level
Honours Bachelor of Arts in Theology (Programme is being phased out. No new students will be accepted as from 2020.) *Honneurs Baccalaureus Artium in Teologie* (Program faseer uit. Geen nuwe studente sal vanaf 2020 vir die program toegelaat word nie.)		-	102145	Contact/*Kontak* Distance/*Afstand*	MC/*MK* PC/*PK* VC/*VK*	8

HONOURS DEGREES / *HONNEURSGRADE*						
Qualification *Kwalifikasie*	**Programme** *Program*	**APS**	**Qualification Code** *Kwalifikasiekode*	**Mode of delivery** *Metode van aflewering*	**Campus** *Kampus*	**NQF level** *NKR-vlak*
Bachelor of Arts Honours *Baccalaureus Artium Honneurs*	Ancient Language *Antieke Tale*	-	3DA L01	Contact/*Kontak*	PC/*PK*	8
Bachelor of Theology Honours *Baccalaureus Theologiae Honneurs*		-	342100	Contact/*Kontak*	PC/*PK*	8
Bachelor of Theology Honours *Baccalaureus Theologiae Honneurs*		-	3DB L01 3EG L01	Contact/*Kontak* Distance/*Afstand*	MC/*MK* PC/*PK* VC/*VK*	8
	Christian Ministry (Programme is being phased out. No new students will be accepted as from 2021.) *Christelike Bediening* (Program faseer uit. Geen nuwe studente sal vanaf 2021 vir die program toegelaat word nie.)		3EF L01	Distance/*Afstand*		8

M DEGREES / *M-GRADE*

Qualification *Kwalifikasie*	Programme *Program*	Curriculum Code *Kurrikulumkode*	Qualification Code *Kwalifikasiekode*	Mode of delivery *Metode van aflewering*	Campus *Kampus*	NQF level *NKR-vlak*
Master of Arts with mini dissertation (96 credits) (The following programmes are phasing out. No new students from 2017.) ***Magister Artium*** *met skripsie (96 krediete)* (*Die volgende programme faseer uit. Geen nuwe studente vanaf 2017 nie.*)	New Testament / *Nuwe Testament*	T822P	103159	Full time/*Voltyds* Part time/*Deeltyds*	PC/*PK*	9
	Pastoral Studies / *Pastoraal*	T824P	103161			

M DEGREES / *M-GRADE*						

Qualification *Kwalifikasie*	Programme *Program*	Curriculum Code *Kurrikulumkode*	Qualification Code *Kwalifikasiekode*	Mode of delivery *Metode van aflewering*	Campus *Kampus*	NQF level *NKR-vlak*
Master of Arts with research report (48 credits) (The following programmes are phasing out. No new students from 2017.) ***Magister Artium*** *met navorsingsverslag (48 krediete)* (*Die volgende programme faseer uit. Geen nuwe studente vanaf 2017 nie.*)	New Testament / *Nuwe Testament*	T831P	103159	Full time/*Voltyds* Part time/*Deeltyds*	PC/*PK*	9
	Pastoral Studies / *Pastoraal*	T837P	103161			
Master of Arts with dissertation (180 credits) ***Magister Artium*** *met verhandeling (180 krediete)*	Greek / *Grieks*	T801P	3CC N01	Full time/*Voltyds* Part time/*Deeltyds*	PC/*PK*	9
	Latin / *Latyn*	T801P	3CC N03			
	Semitic Languages / *Semitiese Tale*	T801P	3CC N02			
Master of Divinity ***Magister Divinitatis***		T801P	3CE Q01	Full time/*Voltyds*	PC/*PK*	9
Master of Theology with dissertation (180 credits)	Apologetics / *Apologetiek*	T801M/P/V	3CB N13	Full time/*Voltyds* Part time/*Deeltyds*	PC/*PK* MC/*MK* VC/*VK*	9
	Catechetics / *Kategetiek*	T801M/P/V	3CB N03			
	Church and Dogma History	T801M/P/V	3CB N04			

Magister Theologiae	Kerk- en Dogmageskiedenis					
met verhandeling (180 krediete)	Church Polity / *Kerkreg*	T801M/P/V	3CB N05			
	Dogmatics / *Dogmatiek*	T801M/P/V	3CB N01			
	Ethics / *Etiek*	T801M/P/V	3CB N11			
	Hermeneutics / *Hermeneutiek*	T801M/P/V	3CB N12			
	Homiletics / *Homiletiek*	T801M/P/V	3CB N02			
	Liturgics / *Liturgiek*	T801M/P/V	3CB N06			
	Missiology / *Missiologie*	T801M/P/V	3CB N07			
	New Testament / *Nuwe Testament*	T801M/P/V	3CB N08			
	Old Testament / *Ou Testament*	T801M/P/V	3CB N09			
	Pastoral Studies / *Pastoraal*	T801M/P/V	3CB N10			

M DEGREES / *M-GRADE*						
Qualification *Kwalifikasie*	**Programme** *Program*	**Curriculum Code** *Kurrikulumkode*	**Qualification Code** *Kwalifikasiekode*	**Mode of delivery** *Metode van aflewering*	**Campus** *Kampus*	**NQF level** *NKR-vlak*
Master of Theology in Christian Ministry (No new students will be accepted in 2021) ***Magister Theologiae*** *in Christelike Bediening* (Geen nuwe student sal vir 2021 aanvaar word nie)	Apologetics / *Apolegetiek*	T801P	3ED P08	Distance/*Afstand*	PC/*PK*	9
	Child and Youth Care *Kinder- en Jeugsorg*	T801P	3ED P04			
	Church Growth / *Kerkgroei*	T801P	3ED P01			
	Church Planting / *Kerkplanting*	T801P	3ED P03			
	Church Revitalisation *Kerkrevitalisering*	T801P	3ED P07			
	Homiletics / *Homiletiek*	T801P	3ED P02			
	Pastoral Study / *Pastorale Studies*	T801P	3ED P06			
	Theological Sciences / *Teologiese Wetenskappe*	T801P	3ED P05			
Master of Theology in Christianity ***Magister Theologiae*** *in Christelikheid*	Ethics / *Etiek*	T801V	3EC P02	Contact/*Kontak*	VC/*VK*	9
	Missiology / *Missiologie*	T801V	3EC P03			
	Church and Dogma History *Kerk- en Dogmageskiedenis*	T801V	3EC P04			
	Hermeneutics / *Hermeneutiek*	T801V	3EC P01			
PHD DEGREES / *PHD-GRADE*						
Qualification *Kwalifikasie*	**Programme** *Program*	**Curriculum Code** *Kurrikulumkode*	**Qualification Code** *Kwalifikasiekode*	**Mode of delivery** *Metode van aflewering*	**Campus** *Kampus*	**NQF level** *NKR-vlak*
	Dogmatics / *Dogmatiek*	T901P	307104	Full time/*Voltyds*	PC/*PK*	10

Doctor of Philosophy with thesis (224 credits) (The following programmes are phasing out. No new students from 2017.) ***Philosophiae Doctor*** *met proefskrif (224 krediete)* *Die volgende programme faseer uit. Geen nuwe studente vanaf 2017 nie.)*	Ethics / *Etiek*	T902P	307105	Part time/*Deeltyds*		
	Homiletics / *Homiletiek*	T904P	307107			
	Church and Dogma History *Kerk- en Dogmageskiedenis*	T906P	307109			
	Church Polity / *Kerkreg*	T907P	307110			
	Missiology / *Missiologie*	T909P	307112			
	New Testament / *Nuwe Testament*	T910P	307113			
	Old Testament / *Ou Testament*	T911P	307114			
	Pastoral Studies / *Pastoraal*	T912P	307115			
	Semitic Languages / *Semitiese Tale*	T913P	307116			

PHD DEGREES / *PHD-GRADE*						
Qualification *Kwalifikasie*	Programme *Program*	Curriculum Code *Kurrikulumkode*	Qualification Code *Kwalifikasiekode*	Mode of delivery *Metode van aflewering*	Campus *Kampus*	NQF level *NKR-vlak*
Doctor of Theology with thesis (360 credits) ***Doctor in Teologie*** *met proefskrif (360 krediete)*	Biblical Studies / *Bybelkunde*	T801M/P/V	3CD R01	Full time/*Voltyds* Part time/*Deeltyds*	MC/MK PC/*PK* VC/*VK*	10
Doctor of Philosophy in Theology with thesis (360 credits) ***Philosophia Doctor in Theologiae*** *met proefskrif (360 krediete)*	Apologetics / *Apologetiek*	T801M/P/V	3CA R15	Full time/*Voltyds* Part time/*Deeltyds*	MC/MK PC/*PK* VC/*VK*	10
	Dogmatics / *Dogmatiek*	T801M/P/V	3CA R01			
	Ethics / *Etiek*	T801M/P/V	3CA R02			
	Greek / *Grieks*	T801M/P/V	3CA R03			
	Homiletics / *Homiletiek*	T801M/P/V	3CA R04			
	Catechetics / *Kategetiek*	T801M/P/V	3CA R05			
	Church and Dogma History *Kerk- en Dogmageskiedenis*	T801M/P/V	3CA R06			
	Church Polity / *Kerkreg*	T801M/P/V	3CA R07			
	Latin / *Latyn*	T801M/P/V	3CA R14			
	Liturgics / *Liturgiek*	T801M/P/V	3CA R08			
	Missiology / *Missiologie*	T801M/P/V	3CA R09			
	New Testament / *Nuwe Testament*	T801M/P/V	3CA R10			
	Old Testament / *Ou Testament*	T801M/P/V	3CA R11			
	Pastoral Studies / *Pastoraal*	T801M/P/V	3CA R12			
	Semitic Languages / *Semitiese Tale*	T801M/P/V	3CA R13			

3 QUALITY ASSURANCE AND IMPROVEMENT

3.1 Approach to quality

The Faculty of Theology is fully committed to the vision, mission, strategy and objectives of the NWU as outlined in the NWU quality assurance plan. This approach has been aligned with NWU quality assurance plan align and should therefore be read in conjunction with the NWU quality assurance plan.

Unnecessary repetition of the NWU quality assurance statements that are therefore applicable to the Faculty of Theology are avoided in the Faculty of Theology Quality manual.

The focus of the Faculty of Theology quality manual is the quality management and leadership and quality assurance of all the qualification programmes that are in line with the Statute of the North-West University (NWU), and that comply with the requirements of the Council on Higher Education (CHE) and that have been approved by the Higher Education Quality Committee (HEQC), the Department of Higher Education and Training (DHET) and the South African Qualifications Authority (SAQA). The quality management, leadership and quality assurance also include the NWU approved short learning programmes and the service level agreements. Strategic quality controls for the Faculty of Theology with regard to quality management and assurance have been identified and are outlined in the Faculty of Theology quality manual. The strategic quality controls are arranged according to the core tasks of the University, viz. Teaching-Learning, Research and Community involvement and further outlined in terms of the specific policies, processes, responsible persons and time schedules. The processes are available in **Addendum A**.

3.2 Quality management and leadership: Qualification programmes

The Academic rules of the Faculty of Theology are published in the Faculty Yearbook. The Directors of the Teaching-Learning schools and research unit are responsible for the rules in so far as they are applicable to the undergraduate and honours qualifications and/or internal programmes that belong to a particular school, and they take the initiative when these rules have to be adjusted. The rules with regard to M- and PhD-qualification programmes are the joint responsibility of the Manager: M- and D-programmes and the Director Research. The qualification programme leader in consultation with the Directors is also responsible for seeing to the rule changes being taken up on the relevant qualification programme documents. Each rule change follows a procedure for the changing of a Faculty rule and must be approved by the Faculty Board before being included in the Yearbook. The Faculty Administrator of the Faculty is the final responsible person for the compilation of the Yearbook and for seeing to it that it is annually amended when and where needed.

3.2.1 Management and co-ordination of qualification programmes

Management of qualification programmes

All qualification programmes offered by the University must contain at least the following: A Qualification programme owner (School), a Qualification programme leader, and a Qualification programme document.

Qualification programme owners

The School that developed a programme and where it is registered for subsidy purposes, is the owner of the qualification programme.

Qualification programme leaders

A Qualification programme leader is a permanent academic staff member of the Faculty who, at the recommendation of the School Director, is appointed by the Faculty Management committee. The Qualification programme leader is the person who deploys an already-accredited qualification programme of the Faculty, manages the delivery of the programme, and maintains the qualification programme document on behalf of the qualification programme owner.

Qualification programme document

The qualification programme document is the primary source document for information about the qualification programme and must therefore always be kept up to date and be available with the School Director/Qualification programme owner. The qualification programme document is the property of the owner school and must comply with the University requirements for compilation. The information about qualification programmes given, for example, in the Yearbooks must be aligned with the qualification programme document. The qualification programme document must therefore always contain the latest information about the qualification programme.

Module file

A module file for each module must be kept in the office of the relevant School Director and updated on a continuous basis.

3.3   Position of the Faculty Quality Specialist

The Quality Specialist acts as the contact person for all matters pertaining to the quality assurance of, among others, teaching/learning, research, community engagement and student-directed service within the relevant faculty. The Quality Specialist is among others responsible for the following:

1. The co-ordination and maintenance of all quality-related matters and processes within the Faculty, for communication with the DVC: Teaching-Learning, via the Executive Dean.

2. Scheduling of internal programme evaluations (IPE) in conjunction with the campus quality office.

3. Management of dates as scheduled on the IPE-scheduling document to ensure that deadlines are met.

4. Monitoring of the finale compilation of all IPE-documents and the provision of a copy of the document to the campus quality office and the DVC: Teaching-Learning.

5. Following up on time schedules and related tasks as recorded in the IPE actions plans.

6. Monitoring of IPE-progress reports which have to be submitted to the DVC: Teaching- Learning on an in-time basis.

7. Scheduling of external programme evaluations (EPE) in conjunction with the Institutional Quality Office.

8. Annual quality report to the Executive Dean about the achievement of objectives serving at the Teaching-Learning committee meeting in February/October, was well as the Faculty Board meeting in March/August.

9. Monitoring of the submission of EPE action plans and progress reports to the DVC: Teaching-Learning and the Institutional Quality office as prescribed by the EPE-panel.

10. Communication of the scheduling of evaluation visits of statutory/non-statutory professional councils to the DVC, where applicable.

11. Monitoring of the final compilation of relevant documentation as required by the relevant professional council, and the provision of a copy of such documentation to the DVC: Teaching-Learning, where applicable.

12. Feedback to the DVC: Teaching- Learning about the findings of the professional council as well as the submission of copies of relevant reports to the campus quality office, where applicable.

13. Management of awareness-raising project of the coming HEQC audit with the Faculty (lecturers and students) in conjunction with the DVC: Teaching- Learning and the campus quality office.

14. Management of the quality assurance of all forms of community engagement in conjunction with the DVC: Teaching-Learning and the Quality Office.

15. Monitoring of the quality assurance of the research outputs with the Faculty in conjunction with the Director Research, the DVC: Teaching-Learning and the Quality Office.

16. Budgetary aspects associated with the quality assurance with the relevant Faculty.

17. Report to management of Faculty.

4   ADDENDUM A

4.1   Programme impact and user surveys

Policy: Teaching Learning and Assessment Policy

Responsible person: School Director/ Qualification programme leader

Process flow:

Faculty process: Programme impact and user surveys	
Faculty steps	Notes and documents

Faculty process: Programme impact and user surveys	
Faculty steps	**Notes and documents**
Qualification programme leader compiles relevant questionnaire ↓ Ethical clearance is obtained from the ethics committee ↓ Questionnaire with target dates for feedback sent to alumni (less than 5 years since completion) ↓ One week before deadline a reminder is sent to the individual to complete the questionnaire ↓ Option is given to alumni for further participation through interviews and/or focus groups ↓ Data made anonymous ↓ Qualification programme leader analyses data and compiles preliminary report ↓ Preliminary report made available to participants for comment ↓ Final report is submitted to Faculty Board for approval ↓ Qualification programme leader follows internal programme change process to effect changes ↓ Process ends	**User** refers to ministers, pastors and pastoral counsellors **Purpose**: to obtain answers to important an original question in order to render a high-quality service to people who work in the theological ministry and counselling field. **Form: Ethics application form**

Qualification programme development

Policy: Teaching Learning and Assessment Policy

Responsible person: School Director/Qualification programme leader

Process flow: Qualification programme approval, amendment, alignment, or phasing out

Faculty process: Programme development	
Faculty steps	**Notes and documents**

Faculty steps	Notes and documents
Process begins	The development of an effective programme involves multiple steps and is an ongoing and cyclical process
Qualification programme leader calls a meeting of subject group chairpersons (Programme Development Committee)(PDC), following, e.g. IPE/EPE	
PDC identifies needs, problems and trends in specific areas	
Evaluation of recommendations, needs and problems	
Grounds for development	
Yes — **Process continues** No — **Process ends**	
Formulation of philosophical grounding and aims of School that owns the programme	
Definition of the qualification programme aim, rationale and outcomes and NQF exit level	
Development of internal qualification programme/curriculum and alignment of module outcomes with purpose/rationale oand NQF exit level	
Director approves	**Form:** Qualification p**rogramme document**, **SAQA /** *Level descriptors*
Yes — **Process goes on** No — **Process ends**	**Form:** Template for Yearbook with module outcomes
Director obtains Faculty approval	
Yes — **Process continues** No — **Process ends**	

Faculty process: Qualification programme-development (continued)	
Faculty steps	**Notes and documents**
Qualification programme leader prepares Q&APP forms Qualification programme leader submits application to SCAS SCAS approves **Yes** → Programme development **No** → Process ends Faculty Administrator reports Yearbook updated Qualification programme leader /subject group chairperson identifies research sources and recommends them for ordering for the Library to support curriculum development. Module owner develops/identifies assessment methods to monitor student progress Implement newly-developed qualification programme Determine the success of the internal Qualification programme by means of IPE/EPE Process ends	**Form:** **Form: Template for book** orders

FACULTY OF THEOLOGY QUALITY MANAGEMENT, -ASSURANCE AND IMPROVEMENT

Preparatory steps	Consultative steps	Notes
Process begins	**Director informs academic and administrative interest groups about proposed programme change**	a) New qualification programmes: **Form 0(N)**
Applicant submits framework of draft programme to Director		b) Change of existing qualification programmes: **Form 0 (C)**
Applicant submits framework of draft qualification programme to Director	**Director arranges consultation process as identified by impact analysis**	(c) Small changes to existing qualification programmes: **Form 3**
Director approves		(d) New Short Learning Programmes: **Form 4**
Yes / No	**Director informs Dean and Vice-Rector about outcome of consultation processes and receives permission to continue**	(e) Aligned qualification programmes: **Form 5**
Process ends		f) Framework for new or changed qualification programmes:
Director gets permission from Dean to continue		**HEQC template**
	No	**SAQA template**
Dean positive — No → **Process ends**	**Dean positive** → **Process ends**	**Interest groups can include AS, MIS, VSS, Quality office**
	Yes	**Consultation might be essential**
Dean informs Vice-Rector: Teaching-Learning	**Director prepares formal documentation on correct SCAS form in consultation with Q&APP**	(a) In Faculty
		(b) With other Campus faculties
Director analyses impact and identifies all the relevant parties for consultation	A	(c) With Schools on other campuses

Process flow: NWU process for Qualification programme approval/Amendment /Alignment/Phasing out

NWU process for Qualification programme approval/Amendment/Alignment/Phasing out (continued)		
Campus approval steps	**Institutional approval steps**	**Notes and document**

A

Director submits draft proposal to Dean and FB and Faculty Management for approval

Draft proposal approved?

Yes → No → **Process ends**

Dean informs all relevant parties

Dean obtains approval from Vice-Rector: Teaching-Learning

Draft approved — NO → **Process ends**

Yes

Dean submits draft proposal for approval to Senate Committee

Y

Draft approved — No → **Process ends**

Dean submits formal request for approval of draft to SCAS

SCAS approved?

Yes ← → No → **Process ends**

Dean processes changes and submits again

SCAS -secretariat documents all changes

SCAS-secretariat sends decision to Registrar for Senate agenda for ratification

Senate approved?

→ No → **Process ends**

Yes

B

SCAS date schedule (see SCAS share file)

NWU process for Qualification programme approval/change/Alignment/phasing out (continued)		
Steps to obtain statutory approval	Internal Administrative Implementation steps	Notes and document

B

Registrar submits change/ application forms to CHE, HEQC and SAQA for approval

HEQC accredits SAQA registers?

Yes

No

Registrar informs interest groups

Process ends

Registrar's office manages internal administrative implementation

Inform interest groups

Do yearbook changes

Do timetable changes -

Update PQM

Update register for audit purposes

HEQC template/**CHE Application**

SAQA template/**SAQA application**

Qualification programme marketing and increased access

Policy: Teaching Learning and Assessment Policy

Responsible person: School Director/ Qualification programme leader

Process flow:

Faculty process: Marketing and increased access	
Faculty steps	**Notes and documents**
Process begins **Programme leader verifies programme document** **Director verifies marketing of qualification programme** **Director verifies resources for maximum enrolment** **Qualification programme leader and Director identify target groups** **Director in conjunction with Dean decides on contracted and/or non-contracted marketing** **Choose non-contracted marketing** — **Choose contracted marketing** **Qualification programme leader evaluates appropriate marketing media available** — **Qualification programme leader provides contracted marketer with information** **Qualification programme leader creates marketing material suitable for :** **i.NWU Faculty of Theology website** **ii.Marketing and Communication** **iii.Alumni** **iv.Visual presentation** **v.NWU-open day** **vi.Churches** **vii.Other** **Qualification programme leader launches recruitment programme** **Determine success of the marketing through a marketing evaluation-process** **Process ends**	

Internal qualification programme development

Policy: Teaching Learning and Assessment Policy

Responsible person: T&L Coordinator, School Directors and Qualification programme leader

Work integrated learning - Guide: Higher Education Monitor No 12 – Work Integrated Learning: Good practice Guide

Process flow:

Faculty process: Internal Qualification programme-development	
Faculty steps	**Notes and documents**
Process begins Qualification programme leader convenes subject group chairpersons, following e.g. an IPE/EPE Needs, problems and trends are identified in specific areas Evaluates recommendations, needs and problems Grounds for development Yes / No Process continues / Process ends Formulate philosophical foundation and aims of school which is the owner of the qualification Define the programme aim, rationale and outcomes and NQF exit level Develop internal programme/curriculum fully and align module outcomes with programme aim, rtionale and NQF exit level Director approves Yes / No Process continues / Process ends Director obtains FB and Faculty approval Yes / No Process continues / Process ends	**Info: The development of an effective curriculum entails a multi-step process that is ongoing and cyclical** **Form:** Qualification programme document, **Yearbook**, SAQA level descriptors **Form:** Template for Yearbook with module outcomes

Faculty process: Internal qualification programme-development (continued)	
Faculty steps	**Notes and documents**

Faculty steps:

> **Qualification programme leader prepares SCAS Documents**

> **Qualification programme leader submits application to SCAS**

> **SCAS approves**

Yes   **No**

> **Internal qualification programme development continues**

> **Process ends**

> **Faculty Administrator reports: Yearbook is updated.**

> Qualification programme leader/subject group chairperson identifies research resources and recommends for ordering by the Library to support internal qualification programme development.

> **Module-owner develops/identifies assessment methods to monitor student progress**

> **Implementation of newly-developed curriculum/internal qualification**

> **Determination of the success of the internal** qualification programme via **IPE and EPE**

> **Process ends**

Notes and documents:

Form:

Form: Template for book orders

Admission of students: Undergraduate

Policy: General Academic Rules

Admission Policy

Responsible person: Faculty Administrator

Prospective students apply at the admissions office of the University for admission to the North-West University. This office does the screening and selection of students and decides on the acceptance or non-acceptance of undergraduate students. Neither the Faculty Board nor the Dean participate in the selection process.

The minimum requirements for admission to the Faculty of Theology are published annually in the Yearbook of the Faculty.

Process flow:

Faculty process: Admission of students: undergraduate	
Faculty steps	**Notes and documents**

Faculty steps

Process begins

↓

Closing date for applications: 30 September of previous year

↓

Applications are sent to the NWU admissions office

↓

Admissions office handles applications

↓

Conditional admission

Yes / **No**

No → **Process ends**

Yes ↓

Admissions Office checks whether documents are complete

Yes / **No**

No → **Admissions Office informs student that application cannot be handled any further – full documentation needed**

↓

Student sends full documentation →

Yes ↓

Admissions Office informs student about conditional admission

↓

Process ends

Notes and documents

Theology Yearbook 2020

Admission requirements:

Support of students

The Faculty Administrator of the Faculty is the address for all requests of students about changes to enrolments, time-table problems, absence, examination issues and related issues.

Students' reception

The Faculty of Theology strives towards optimally supporting every student who enrols at the Potchefstroom Campus of the North-West-University and to ensure that the student's study career in this Faculty starts off on a high note.

The Faculty Administrator, Qualification programme leaders, Subject group chairpersons and School Directors are available throughout the year to provide guidance to students, respond to queries and assist students with the management of the qualification programmes. During the reception of the new students, at the beginning of the academic year, the following aspects receive special attention:
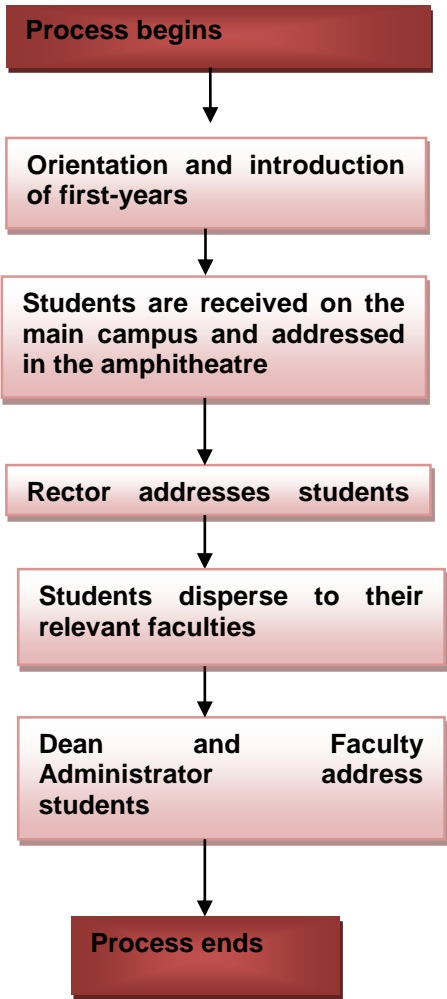
- Reception of parents and students when students report;

- Curriculum guidance;

- Curriculum control; and

- General Study orientation.

Policy: Teaching Learning and Assessment Policy

Responsible person: Faculty Administrator

Process flow:

Faculty process: Student reception	
Faculty steps	**Notes and documents**

Process begins

↓

Orientation and introduction of first-years

↓

Students are received on the main campus and addressed in the amphitheatre

↓

Rector addresses students

↓

Students disperse to their relevant faculties

↓

Dean and Faculty Administrator address students

↓

Process ends

Student registration/ curriculum/ internal qualification programme guidance and checking

Policy: General Academic Rules

Responsible person: Faculty Administrator

Process flow:

Faculty process: Curriculum/ internal qualification programme guidance and checking	
Faculty steps	**Notes and documents**
Process begins	**Info: This process takes place at the beginning of the year, prior to the beginning of lectures**
Different qualification programme leaders meet year groups for curriculum guidance and checking	
Academic Admin sends registration and curriculum checking documents to faculty	**Examples of qualification programme forms**
Qualification programme gives registration and curriculum checking documents to students	**BA Pastoral Counselling** **BTh Bible languages**
Curriculum guidance and checking take place between qualification programme leader and students	**BTh Bible Sciences** **BTh Church Ministry**
Qualification programme leader checks correctness of information with students: Personal information on registration document Sign undertaking on registration document Mark subjects on curriculum checking document that student has already passed Mark subjects for which student wishes to enrol for the	**BTh Church Planting** **BTh Pastoral Counselling** **BTh Theological Foundations** **BTh Extended Programme**
Student and qualification programme leader are both satisfied: Both sign the curriculum checking document	**Hons BA Ancient Languages**
Student goes to the Faculty Administrator with registration and curriculum checking document	**Hons BA.102 145** **Hons BTH 342 100**
Faculty Administrator checks completed form for correctness	
If correct, Faculty Administrator signs the registration and curriculum checking document and adds Faculty stamp	
Student pays necessary payable fees prior to registration at Financial Administration, and then registers at Academic Administration	
Process ends	

Recognition of prior learning (RPL)

Policy: Teaching Learning and Assessment Policy

The North-West University accepts the principle underlying outcomes-oriented, source-based and lifelong learning in which considerations of articulation and mobility play a meaningful role. The University also underwrites the view that recognition of previous learning (RPL), obtained either by formal teaching programmes at this or another institution, or informally (obtained by experience), is an indispensable element in granting admission or credits with the aim of placing in a specifically chosen teaching-learning programme of the University. In recognising previous learning, it deals with provable knowledge and learning that the applicant obtained by following formal teaching programmes or by experience.

Where applicants do not meet the minimum admission requirements, RPL may be used to grant access to programmes in Theology. RPL will be applied according to the Recognition of prior learning, Credit accumulation and transfer, and assessment (CHE 2016) and the NWU RPL policy (now replaced by the Teaching Learning and Assessment Policy). The process will be managed by the Faculty of Theology.

Through its RPL policy the Faculty of Theology will ensure that quality assurance processes that address the specificities of the RPL process (including applications, assessment, and reporting and management systems) are implemented; and that administrative and support systems, both prior and subsequent to RPL assessment, are in place. Provision is made for RPL as follows: An executive dean may, by means of the recognition of prior learning (RPL) in accordance with the university's Teaching Learning and Assessment Policy, grant a student who does not meet the minimum admission requirements admission to a programme of a qualification, or grant advanced standing to a student by exempting the student from the recognised modules required for the completion of a particular programme. The latter will be effected on grounds of the student's proven learning skills, whereby the students could be admitted to the Postgraduate Diploma in Theology or may be afforded the status of the prescribed admission requirements, as the case may be (NWU Academic Rule A.1.54).

When applying for RPL the student has to submit the RPL form, an authentic academic record and syllabus of the modules completed at the other university. The request will not be considered if any one of the above is outstanding. The modules have to be passed at University level. Only proven informal or non-formal learning will be taken into consideration by means of RPL, the process of equivalence-setting between such learning and formal modules must be documented, and its outcome must be recorded on the official student record. Applicants will be assessed against the NQF level competencies.
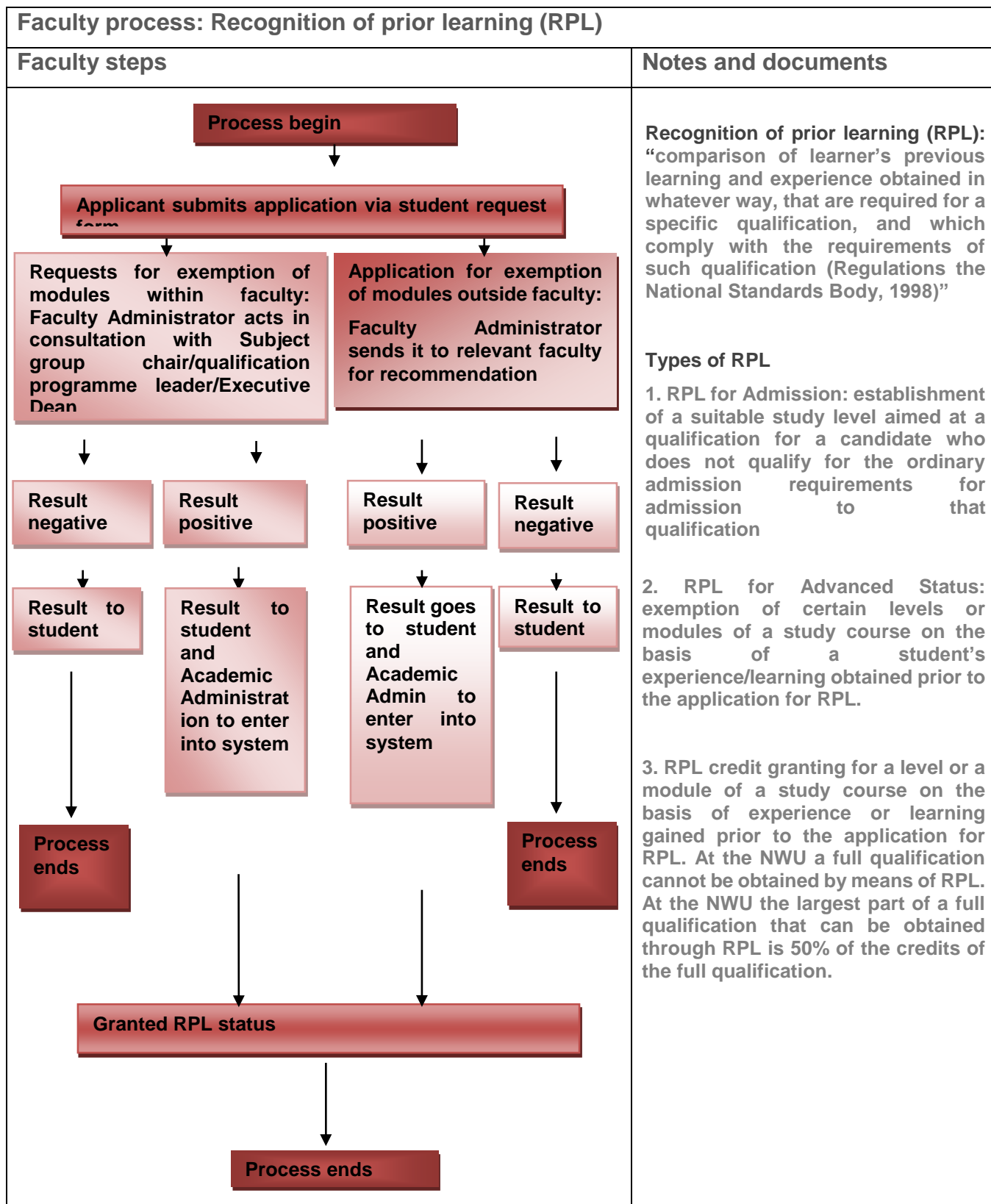
Where a student was granted exemption for one or more modules as a consequence of RPL, the remaining HEMIS credits required for the qualification must be obtained by completing the relevant programme.

The maximum portion of a qualification from which a student may be exempted by means of RPL is 50% of the credits of the full qualification programme. Not more than 10% of a cohort of students in a Theology programme will be admitted through an RPL process.

Responsible person: Faculty Administrator

Process flow:

Faculty process: Recognition of prior learning (RPL)	
Faculty steps	**Notes and documents**

Faculty steps:

Process begin

↓

Applicant submits application via student request form

Requests for exemption of modules within faculty: Faculty Administrator acts in consultation with Subject group chair/qualification programme leader/Executive Dean	Application for exemption of modules outside faculty: Faculty Administrator sends it to relevant faculty for recommendation

Result negative	Result positive	Result positive	Result negative

Result to student	Result to student and Academic Administration to enter into system	Result goes to student and Academic Admin to enter into system	Result to student

Process ends (left)

Process ends (right)

Granted RPL status

↓

Process ends

Notes and documents:

Recognition of prior learning (RPL): "comparison of learner's previous learning and experience obtained in whatever way, that are required for a specific qualification, and which comply with the requirements of such qualification (Regulations the National Standards Body, 1998)"

Types of RPL

1. RPL for Admission: establishment of a suitable study level aimed at a qualification for a candidate who does not qualify for the ordinary admission requirements for admission to that qualification

2. RPL for Advanced Status: exemption of certain levels or modules of a study course on the basis of a student's experience/learning obtained prior to the application for RPL.

3. RPL credit granting for a level or a module of a study course on the basis of experience or learning gained prior to the application for RPL. At the NWU a full qualification cannot be obtained by means of RPL. At the NWU the largest part of a full qualification that can be obtained through RPL is 50% of the credits of the full qualification.

Responsible person: Faculty Administrator

Process flow:

Faculty process: M&D: Admission and advance stading on grounds of RPL (A Rule 1.6)	
Faculty steps	**Notes and documents**
Process begin → **Applicant submits application via student request form to M&D Office** → **Requests for exemption to a specific field of M and D study within the faculty: M&D Manager consults with Subject Group Chair who couls refer the request to the Subject Group for advice and for setting conditions (e.g. a colloquium, course work, etc.)** → **Result negative** / **Result positive** → **Result to student** / **Result to student and HDC to enter into system** → **Process ends** / **Granted RPL status** → **Process ends**	**Recognition of prior learning (RPL):** **"comparison of learner's previous learning and experience obtained in whatever way, that are required for a specific qualification, and which comply with the requirements of such qualification (Regulations the National Standards Body, 1998)"**
	Types of RPL
	1. RPL for Admission: establishment of a suitable study level aimed at a qualification for a candidate who does not qualify for the ordinary admission requirements for admission to that qualification
	2. RPL for Advanced Status: exemption of certain levels or modules of a study course on the basis of a student's experience/learning obtained prior to the application for RPL.
	3. RPL credit granting for a level or a module of a study course on the basis of experience or learning gained prior to the application for RPL. At the NWU a full qualification cannot be obtained by means of RPL. At the NWU the largest part of a full qualification that can be obtained through RPL is 50% of the credits of the full qualification.

Module recognition

Policy: [Teaching Learning and Assessment Policy](#)/[General Academic Rules](#)

Responsible person: Faculty Administrator

Process flow:

A student who studied at another recognised higher education institution and who applies for registration in a qualification programme at the University can apply in writing to the Executive Dean or his delegate for recognition or exemption of modules which are required in the qualification programme for which the student wishes to register, with the understanding that the exemptions obtained in this way do not constitute more than half of the credits, preferably the more junior credits of the relevant qualification programme.

A student who holds a qualification of the University or of another recognised higher education institution and who applies for registration in a qualification programme at the University, can apply to the relevant Executive Dean or his delegate for recognition or exemption of modules required in the qualification programme for which the student wishes to register, with the proviso that the recognition/exemption of modules granted by the Executive Dean should not exceed fifty per cent of the modules which occur at the junior levels of the relevant qualification programme.

Any registered student wishing to change his/her registered curriculum can within the framework of the rules of the Faculty apply to the relevant Executive Dean or his delegate for recognition or exemption of modules already passed and which constitute part of the newly-chosen curriculum.

Qualification programme evaluation

Internal Programme evaluation

Policy: Quality Policy

Responsible person: Executive Dean/Quality Specialist

The Faculty participates in internal programme evaluations (IPEs). The Quality Specialist plans, in conjunction with the school Directors that **all** qualification programmes in the Faculty are evaluated over a five-year period – that is, a quarter of the qualification programmes per year. Through this process school Directors and the Executive Dean want to ensure that all qualification programmes offered within the Faculty adhere to a minimum acceptable standard, and all constantly subjected to further development (and adjustment where necessary).

Process flow:

Faculty process: Internal Programme evaluation	
Faculty steps	**Notes and documents**

Faculty steps	Notes and documents
Process begins	
Quality Specialist submits IPE process document to FB for approval	Process document
Dean sends appointment letters to IPE-panel members	
Qualification programme leader arranges meeting of project team with IPE-panel	
Qualification programme leader arranges training session with IPE-panel through expert from CTL	Appointment letters
M/a of relevant School does venue booking for IPE	
M/a of relevant School checks that all module files are complete, including: **a. Consolidation of completed module and programme evaluation questionnaire** **b. One study guide (Afrikaans & English) of the modules selected by school director** **c. Mark sheets of relevant modules placed in Afrikaans guide. Latest**	
M/a of relevant school arranges meeting of the School Director with student representatives of the qualification programme	
Faculty Administrator confirms to M/a that qualification programme document is correct as required in Yearbook	
Faculty Administrator provides six copies of Yearbook to M/a	
M/a of relevant School prepares and duplicates qualification programme development plan and report requirements of the NWU for IPE-panelists	
M/a of relevant school prepares NQF level descriptors for duplication for IPE panelists	
M/a of relevant School prepares critical outcomes document for duplication for IPE panelists	
Qualification programme leader provides elucidation to IPE panelists and hands over documents	
Process ends	

Faculty process: Internal Programme evaluation (continued)	
Faculty steps	**Notes and documents**

Internal programme evaluation ↓ **Panel completes IPE documentation** ↓ **IPE panel chairperson sends internal programme evaluation report to Dean** ↓ **Qualification programme leader sends action plan to Dean for submission to FB** ↓ **Dean sends the qualification programme evaluation report and actionplan to the DVC: Teaching/Learning for filing by the Quality Office** ↓ **The Dean sends within six months after the action plan, a completion plan to the DVC Teaching/Learning** ↓ **Process ends**	**IPE documentation**

Responsibilities:

- The Quality Specialist in conjunction with the Executive Dean and the relevant School Directors constitutes the IPE-project team (under the chairmanship of the relevant Qualification programme leader) and panel, as well as an IPE process document.

- The chairperson of the IPE panel sees to the compilation of the IPE-report and ensures that the inputs of the representative from Academic Support Services are also incorporated.

- The chairperson circulates the report among the members of the team for their comments

- Once all the comments have been dealt with, each member of the evaluation team signs the report

- The chairperson sends the report to the School Director(s), Quality Specialist of the Faculty, the relevant Qualification programme leader, and the Executive Dean in electronic format.

- The Executive Dean, with the support of the Quality Specialist, and in conjunction with the School Director, checks the report and requests adjustments if necessary.

- Following consideration of adjustments, the chairperson sends an electronic copy to the Quality Specialist for further handling *via* the Executive Dean.

- On the instruction of the Executive Dean the relevant School Directors in conjunction with the Quality Specialist compiles an action plan for th execution of the recommendations in the IPE-report.

- The Faculty Administrator files the IPE-report and the action plan document on the T-share file, and archives an electronic copy with the Quality Specialist and by the Faculty Administrator of the Faculty.

- The Executive Dean sends an electronic copy of the report with comments, if any, to the DVC: Teaching-Learning and for filing to the Institutional Quality Office.

- The DVC: Teaching-Learning considers each report to ensure that the process had been a thorough self-evaluation and that in the action plan attention should be given to gaps identified in the self-evaluation. The DVC: Teaching-Learning discusses his/her comments with the Executive Dean and School Director, and files the report in his/her office.

- The relevant School Director(s) must within six months give feedback to the Quality manager about progress with the action plan; the Quality manager in conjunction with the Qualification programme leader reports to the Executive Dean and the DVC: Teaching-Learning.

External Programme evaluation

Policy: Quality Policy

Responsible person: Executive Dean/ Quality Specialist

The Quality office annually decides on the qualification programmes that will be involved in an internal programme evaluation in a particular year as well as drawing a sample of qualification programmes for external programme evaluation. The Faculty can submit requests in this regard to the Quality office.

Full details about the process of external programme evaluation are contained in the document "Guide for External Programme evaluation" of the Quality Office available on the website of the Quality Office.

Process flow:

Faculty process: External Programme Evaluation (EPE)	
Faculty steps	**Notes and documents**

Process begins

Quality Office, in consultation with the Dean, selects a programme which had gone through an IPE in the previous year for an EPE

Dean hands all applicable IPE documentaton to the Quality Office

EPE is driven by the Quality Office

Vice-Rector: Teaching/Learning sends EPE report to the Dean

Dean sends EPE-report to the director and qualification programme leader to compile action plan

Qualification programme leader compiles action plan and sends it to the relevant Director

Director revises action plan and sends it to the Dean

Dean sends action plan to DVC: Teaching/Learning

Dean sends a completion report to the DVC: Teaching/Learning within six months of action plan

Process ends

Professional Service Councils qualification programme evaluation

Policy: [Quality policy](#)

NWU/GKSA Agreement

NWU/AFM Agreement

Responsible person: Executive Dean/ Professional Service Council, Quality Specialist

Process flow:

Yearbook compilation

Policy: General Academic Rules

Responsible person: Faculty Administrator

Process flow:

Faculty process: Yearbook compilation	
Faculty steps	**Notes and documents**
Process begins Faculty Administrator collects academic information about the qualification programmes offered in the Faculty as well as over-arching relevant information for inclusion in the Yearbook Faculty Administrator compiles provisional Yearbook Yearbook is circulated for further inputs and approval by personnel Yearbook: During May at Student Systems (SS) for checking and additions where needed As soon as SS has gone through the Yearbook and approved it, new additions are sent for translation The Yearbook is tabled at FB, for approval and placed on the Senate agenda. Yearbook is placed on the web **Process ends**	**Present Yearbook**

Facilities

Policy: Information and communication technology policy

Responsible person: Faculty Administrator

The Faculty of Theology throughout strives to make only the best facilities and equipment available to their personnel and students. The air-conditioned lecture rooms all contain Wi-Fi, data projectors, computers, DVD-players and sound systems.

Quality assurance and -improvement

Strategic quality controls

Core quality control: Teaching-Learning quality assurance and improvement

Approach to teaching and learning

In line with the Teaching Learning and Assessment Policy, and with the Faculty of Theology vision, strategy and Faculty integrated teaching and learning plan and in striving after all its aims, the Teaching-Learning approach of the Faculty is that of guided independent study within the flexi-learning setup of the University. According to this approach, the lecturer guides the student in such a way that the student, through own activity, realizes the Teaching-Learning aims. In the execution of this certain exit level outcomes are striven for in which cognizance is taken of the identity of each subject group. The Faculty integrated plan for Teaching-Learning contains full details.

Undergraduate qualification programmes

Study guides

Policy: Teaching Learning and Assessment Policy

Responsible person: School Director

Process flow:

Faculty process: Study guides	
Faculty steps	**Notes and documents**
Process begins **CTL sends a notice to M/as that study guides are ready for activaton on SMP-system for the following semester, as well as the list of modules in Excel format** **Lecturer receives study guides of modules he/she will be presenting** **Lecturer indicates whether study guides have to be revised or newly created** **M/a indicates the above action on the SMP-system during activation of each module** **Lecturer sends revised or new version of Study guide to CTL** **Final guide is sent to Lecturer for approval after adjustments have been made** **Study guides are made available on the EMS, eFundi.** **Process ends**	 **Faculty rules are that no hard copies are given to undergraduate students**

FACULTY OF THEOLOGY QUALITY MANAGEMENT, -ASSURANCE AND IMPROVEMENT

Class time-table: undergraduate

Policy: General Academic Rules

Responsible person: Faculty Administrator

Process flow:

Faculty process: Class time-table: undergraduate	
Faculty steps	**Notes and documents**
Process begins Central time-table committee determines the class time-table Modules are divided into timetable groups Central Time-table Committee sends provisional time-table to Faculty Administrator Faculty Administrator sends provisonal time-table to the M/as M/as send provisional timetable to relevant lecturers for comment Comment/proposed changes are returned to the Faculty Administrator Faculty Administrator co-ordinates comments and returns commeents to the person compiling the central time-table Central Time-table committee processes the changes Final class time-table appears on the NWU campus web. Modules requiring interpreting conveyed to Interpreting Services **Process ends**	**Class time-tables are constructed during November of the previous year.**

Class time-table: postgraduate

Policy: General Academic Rules

Responsible person: Faculty Administrator

Process flow:

Faculty process: Class time-table: postgraduate	
Faculty steps	**Notes and documents**
Process begins **On basis of information gained the postgraduate time-table is done** **Provisional time-table is sent to academic personnel for comment** **Changes are incorporated** **Final postgraduate timetable is provided to personnel and students and Interpreting Services** **Process ends**	

Module-file

Policy: Records management policy

Responsible person: School Director

- Module file (for three completed years):
- Study guide (refer met 8.1.6.1/module code)
- Supporting audio and digital study material (refer with 8.1.6.2/module code)
- Assessment planning, both formative (8.1.7.1.1/module code) and summative 8.1.7.2.1/module code)
- Class test/-assignments or any other information about informal formative assessment methods   (8.1.7.1.2/module code)
- Class test/assignment answers of students (8.1.7.1.3/module code)
- Class test/assignment memoranda (8.1.7.1.4/module code)
- Examination papers (8.1.7.2.2/module code)
- Marked examination papers (8.1.7.2.3/module code)
- Examination paper memoranda (8.1.7.2.4/module code)
- Internal moderators' reports (8.1.7.2.5.1/module code)
- External moderators' reports (8.1.7.2.5.2/module code)
- Student feedback/ evaluation of the module (8.1.6.4/module code)
- Collection register for formative assessment (7.1.7.3/module code)
- Throughput figures for the module (8.5.4/module code)
- The number of students in each relevant module
- Result of discussion with the relevant students (obtain from School Directors)
- Final marks sheet of each module
- Qualification programme development plan of the NWU
- NQF-level descriptors document
- Critical outcomes document

Assessment

Policy: [Teaching Learning and Assessment Policy](#)

[General Academic Rules](#)

Policy and guidelines for External moderators report

Moderators report

Grid for oral assessment

Guidelines: <u>Policy and guidelines for external moderation of modules</u>

Appointment of examiners and moderators

The School Director timeously appoints examiners for each paper which will be examined during a specific examination opportunity, at least one internal examiner and one <u>internal</u> moderator. For each module one external moderator also has to be appointed on a three-year rotation basis (see A.8.2)([General Academic Rules](#).

- With regard to each examination opportunity the list of examiners and moderators of each paper and each module in the relevant school must be approved by the Faculty Board, and be available on file as part of the relevant school's records.

Responsible person: School Director
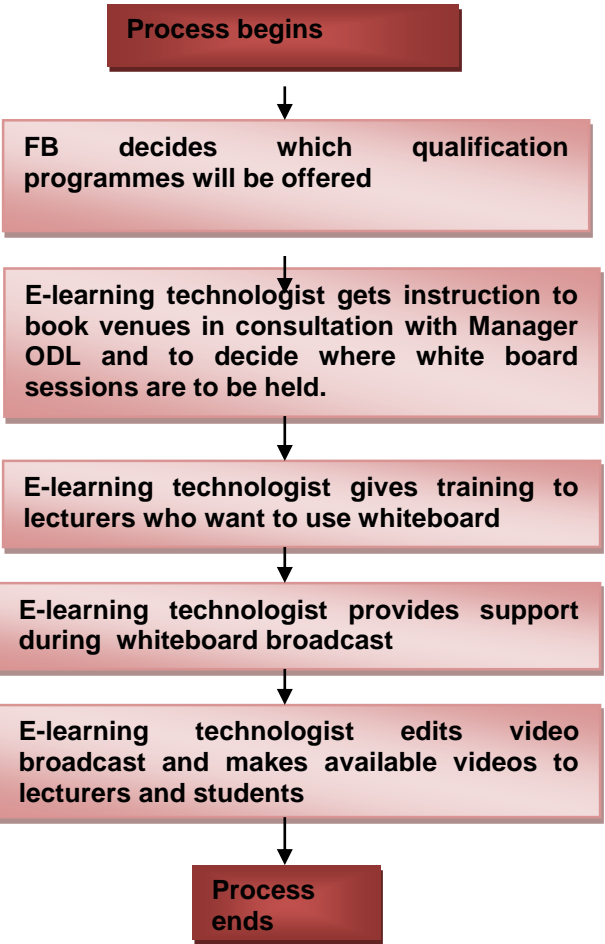
Teaching-Learning technology support

Policy: [Teaching Learning and Assessment Policy](#)

Responsible person: E-learning technologist

Process flow:

Faculty process: White board session	
Faculty steps	**Notes and documents**

Faculty process: White board session flow:

- **Process begins**
- FB decides which qualification programmes will be offered
- E-learning technologist gets instruction to book venues in consultation with Manager ODL and to decide where white board sessions are to be held.
- E-learning technologist gives training to lecturers who want to use whiteboard
- E-learning technologist provides support during whiteboard broadcast
- E-learning technologist edits video broadcast and makes available videos to lecturers and students
- **Process ends**

Identification of non-active/at-risk student

Policy: Teaching Learning and Assessment Policy

Responsible person: School Director

Process flow:

Faculty process: Identification of non-active/ at-risk students	
Faculty steps	**Notes and documents**
Process begins ↓ **Module lecturer makes available module-assessment profile of each student in e-Fundi four weeks after** ↓ **M/a of School Director collects information and compiles a profile of each student** ↓ **Director in consultation with qualification programme leader identifies non-active/ risk students on basis of assessment profiles.** ↓ **M/a of School Director schedules appointment with non-active/ risk students** ↓ **Problems and/or shortcomings are identified and a risk profile of the student is compiled** ↓ **Director nominates non-active/risk atudents and they are referred to CTL for Supplementary Instruction** ↓ **Ongoing monitoring of students done by module lecturer** ↓ **Process ends**	

Supplementary instruction

Supplemental Instruction (SI) system

Policy: Teaching Learning and Assessment Policy

Responsible person: School Director / M/as

FACULTY OF THEOLOGY QUALITY MANAGEMENT, -ASSURANCE AND IMPROVEMENT

The supplementary Instruction system (SI-system) is an academic support programme supports first-year, second-year and even sometimes third-year students in being empowered by a study strategy aimed at achieving the stated outcomes of their subjects. Co-operative learning is promoted within a supportive learning environment.

Students meet weekly in subject context in small groups. Group learning sessions are under the guidance of a learning facilitator. Facilitators are capable senior students or postgraduate students who have been properly trained in the handling of learning facilitation techniques. The learning facilitator has weekly discussion with the relevant module lecturer to decide what learning outcomes will be discussed and what skills and problems need further attention.

During group learning sessions special attention is given to academic problems. Learning facilitators design a safe learning environment within which students are encouraged to participate actively in the learning process by asking questions, raising problems and daring to answer questions. In this way level descriptors such as knowledge of the subject are mastered, while cognitive, communicate and research skills are also developed.

CTL is responsible for organising the system in conjunction with the Faculty.

Faculty process: Supplementary instruction	
Faculty steps	**Notes and documents**

Process begins

↓

School Director in consultation with subject group chairperson identifies high-risk modules at the beginning of the academic year

↓

CTL makes available dates for SI-information session annually before the end

↓

Module lecturers attend SI-information session as scheduled by CTL

↓

Director in conjunction with module lecturers identifies senior students who can be trained as SI facilitators

↓

Facilitators are appointed by the school director before the end of February

↓

Training of Facilitators takes place during the last week of February

↓

Facilitators report to the module lecturer on a weekly basis

↓

Process ends

Examination papers/ memorandum: Contact students

Policy: General Academic Rules

Teaching Learning and Assessment Policy

Responsible person: **School Director**

Process flow:

Faculty process: Examination paper procedures with regard to contact students	
Faculty steps	**Notes and documents**

Proces begins

↓

M/a provides date to lecturers about when cover pages, question papers and memoranda must be handed in to her

↓

M/a in consultation with lecturer checks documentation

↓

Mistakes corrected

↓

Mistakes/adjustments pointed out to lecturer with instruction to correct IMMEDIATELY and returned to the M/a before the end of the working day

No errors

↓

Correct documentation sent electronically to the M/a

↓

M/a gives documentation to the Faculty Administrator for checking and submission to Examination Section. Faculty Administrator fetches examination papers to be written departmentally from the Examination Section in good time and hands them to M/a who arranges invigilators and venues

Faculty Administrator fetches answer scripts of papers written on campus from Examination Section and hands them to lecturers for marking.

↓

M/a hands answer scripts to lecturer for marking

↓

Lecturer enters moderated results (participation and examination marks, final mark) on prescribed marks sheet withing prescribed time and gives to M/a for submission to system.

↓

Process ends

1.Deadlines have to be complied with STRICTY

2.Template for cover page
The template for the cover page for papers is available from: Microsoft Word: File/New/My templates and must be used at all times. Please do not store the cover page and/or paper to use later as a master – this causes problems. Please download a new cover page each from the system each time.
3.Lecturers have to ensure that:

- Cover pages are signed before submission.
- Information on the paper, cover page and examination timetable is aligned
- A paper is compiled, even though there might not be contact/distance or online students.
- Complete memoranda accompany the papers
- Signatures are also available electronically
- His/her correct NWU-title appears on the documentation.
- The use of Bibles means that this is an open-book examination and this must be indicated as such.

Examination papers/ memorandum: ODL students

Policy: Teaching Learning and Assessment Policy

Responsible person: School Director

Process flow:

Faculty process: Examination papers – procedures for Open Distance Learning students	
Faculty steps	**Notes and documents**

Left column (flowchart)

Process begins

↓

M/a of Manager ODL **Theology programmes** gives date to lecturer of when cover pages, papers and memoranda will be fetched

↓

M/a of **Manager ODL Theology-programmes** in consultation with lecturer checks

↓

Errors/adjustments dealt with

Yes ↓   **No** ↓

Errors/adjustments pointed out to lecturer – instruction to correct IMMEDIATELY and returned to M/a before the end of the day

↓

Correct documentation is sent electronically to the M/a of **Manager ODL Theology**

↓

M/a of **Manager ODL Theology programmes** takes the documentation to the examination

↓

M/a of **Manager ODL Theology programmes** fetches answer scripts from Examination

↓

M/a of **Manager ODL Theology programmes** gives answer scripts to Admin Manager to give to lecturers for marking

↓

Lecturer gives moderated results (participation mark, examination mark, final mark) on prescribed marks sheet to Admin Manager to M/a of **Manager ODL Theology**

↓

M/a of **Manager ODL Theology programmes**

↓

Process

Right column

AB-ODL Theology-programme: Academic Manager Unit for Open Distance Learning Theology-programme

1.Deadlines have to be complied with STRICTY

2.Template for cover page
The template for the cover page for papers is available from: Microsoft Word: File/New/My templates/Potchefstroom Campus and must be used at all times. Please do not store the cover page and/or paper to use later as a master – this causes problems. Please download a new cover page each from the system each time.

3.Lecturers have to ensure that:

- Cover pages are signed before submission.
- Information on the paper, cover page and examination timetable is aligned
- A paper is compiled, even though there might not be contact/distance or online students.
- Complete memoranda accompany the papers
- Signatures are also available electronically
- His/her correct NWU-title appears on the documentation.
- The use of Bibles means that this is an open-book examination and this must be indicated as such.

Lecturers must inform the M/a-ODL programmes if they are going to pick up the answer scripts from the examination section themselves.

FACULTY OF THEOLOGY QUALITY MANAGEMENT, -ASSURANCE AND IMPROVEMENT

Participation marks and examination marks

Policy: [Teaching Learning and Assessment Policy](#)

[General Academic Rules](#)

Responsible person: School Director / M/as & Faculty Administrator

Process flow:

Faculty process: Participation and examination marks	
Faculty steps	**Notes and documents**

Faculty steps	Notes and documents
Process begins	Marks adjustment sheet
Lecturers must submit participation marks on monthly basis to M/a.	
Deadline A: Provisional (total) participation mark entered on system by M/a.	
Class groups and sub-class groups created for each	
Lecturer sends final participation mark to M/a for entry on system before final deadline before exam	
Final participation marks entered, so that students can know whether they have examination admission	
Lecturer marks papers and has them moderated	
Marks sent to M/a on composite marks sheet	
M/a enters examination marks on system.	

Process ends

Adjustment of marks: M/a/lecturer fills in marks adjustment sheet which is sent to Academic Admin for entering onto system. Relevant Director and lecturer must sign the marks sheet

M/a enters marks onto system and finalises the marks. As soon as marks have been finalised no more changes can be made to the system.

Final marks are computed by the system and marks sheet is printed – Director has to sign it

Examination results

Policy: Teaching Learning and Assessment Policy

General Academic Rules

Responsible person: School Director / M/a's

The handling of the examination results rests with the module lecturer who examines, then the Subject Group Chairperson who checks and then the School Director who finalises the results, in consultation with the Executive Dean if necessary, then passes these through to academic administration which will then enter the results on the administrative system within seven days.

Pass norms for undergraduate examinations

The Faculty Board accepts that it is not possible for the Faculty as a whole to formulate a rule with regard to the throughput of students. It is the Faculty view that pass rate norms should rather be set for each separate module in the Faculty. It is the responsibility of each School Director to ensure that pass rate norms are set for each module in the school. The School Directors must also see to it that the latest adjusted document with the schools' pass rate norms are given through to the Faculty Administrator timeously for inclusion in the Yearbook of the Faculty.

Awarding of degree with distinction

With a view to the application of rule A.2.5.2 (General Academic Rules) an undergraduate qualification is awarded with distinction where the student completes the degree within the minimum period and obtains an average of 75% in all the core modules identified for the qualification in the Yearbook.

Examination procedures

Policy: General Academic Rules

Responsible person: School Director / M/a's

Process flow:

Faculty process: Examination procedures	
Faculty steps	**Notes and documents**
Process begins ↓ **Asessment and Timetables compiles undergraduate examination timetable which is circulated by relevant M/as among staff for comment and inputs** ↓ **Inputs/comments of lecturers are considered and final undergraduate examination timetable made available and also placed on the NWU-webiste** ↓ **Relevant M/as download final undergraduate examination time-table and provide it to lecturers** ↓ **Examination section compiles a venue time-table for undergraduate modules which are written on campus. Relevant M/a compiles venue and supervision timetable for modules written in departmental context.** ↓ **M/a sends venue imetable to lecturers for comment** ↓ **Lecturer points out mistakes/confirms that timetable is correct** ↓ **M/a communicates the correct information to the examination section** ↓ **Examination section compiles final venue timetable and makes it available** ↓ **Process ends**	

Plagiarism: Undergraduate

Policy: [NWU Policy on Academic Integrity](#)

The North-West University has existing structures and policies to deal with alledged plagiarism and plagiarism. The lecturer refers cases of alleged plagiarism to the North-West University disciplinary committee in order for an investigation into the alleged offense, and appropriate measures are taken in accordance with the disciplinary code.

Possible academic misconduct is dealt with within the faculty in accordance with the *Policy on Academic Integrity*

Para 6.1.1 Faculty boards and academic units must effectively educate academic employees and students about the provisions of this policy and its implications, as well as establish processes, mechanisms and systems in order to ensure –
Para 6.1.5 that reports of alleged academic misconduct are tabled at appropriate substructures of the relevant faculty board, that record is kept of such complaints and that,
Para 6.2 The academic employees of the university are responsible to –
Para 6.2.2 educate students on all matters regarding academic integrity and ethics of academic writing, as well as the acceptable standards thereof;
Para 6.2.3 ensure the inclusion of a reminder clause in all module outlines on academic integrity including plagiarism, cheating, or dishonesty and copyright infringement;
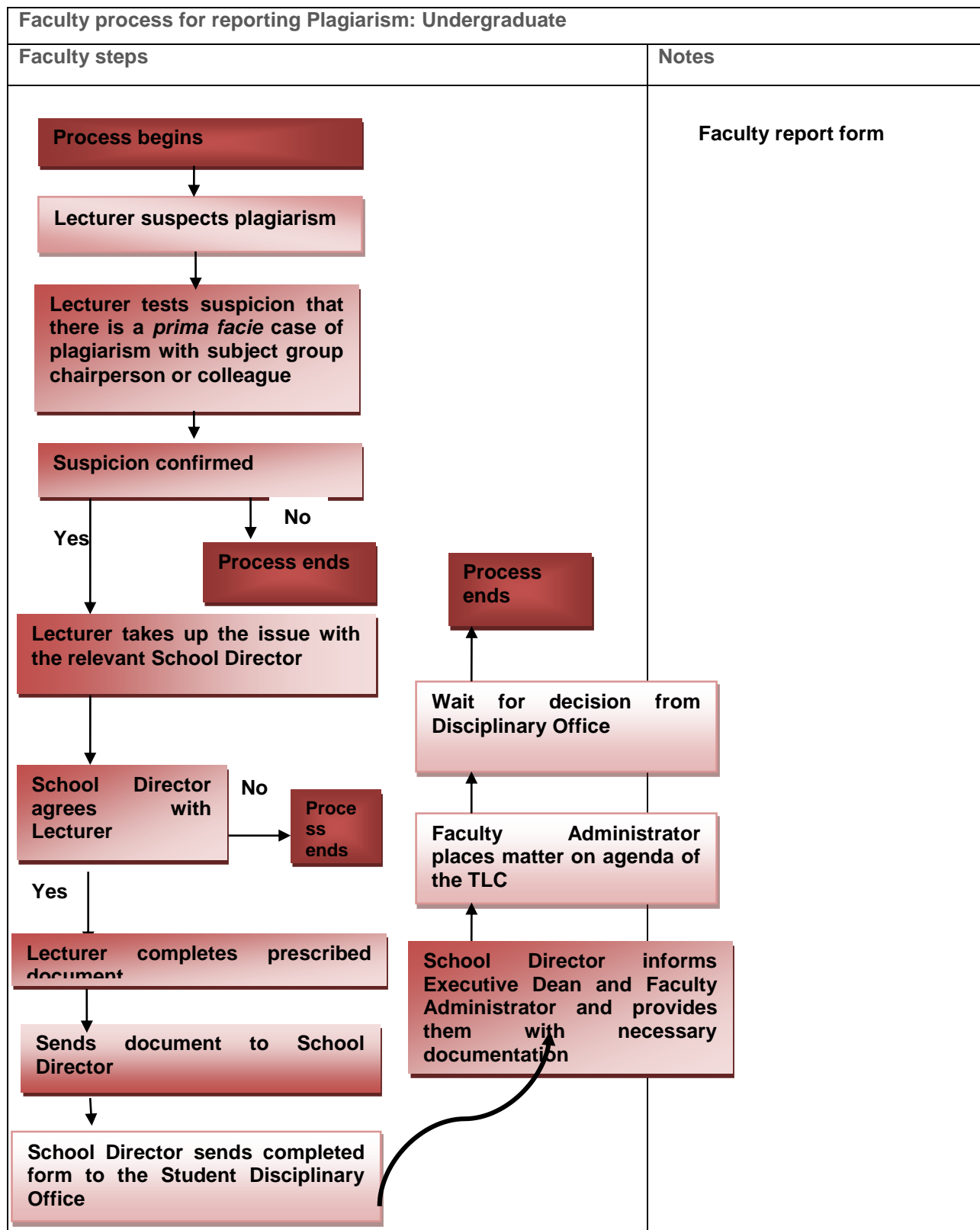*Para 6.2.4 provide students with explicit and well-defined instructions on how to avoid academic misconduct;*
Para 6.2.5 advise students against giving or receiving help with individual assessments or work;

Responsible person: School Director

Process flow:

Faculty process for reporting Plagiarism: Undergraduate	
Faculty steps	**Notes**

Faculty steps flowchart:

- **Process begins**
- **Lecturer suspects plagiarism**
- **Lecturer tests suspicion that there is a *prima facie* case of plagiarism with subject group chairperson or colleague**
- **Suspicion confirmed**
  - **No** → **Process ends**
  - **Yes** → **Lecturer takes up the issue with the relevant School Director**
- **School Director agrees with Lecturer**
  - **No** → **Process ends**
  - **Yes** → **Lecturer completes prescribed document**
- **Sends document to School Director**
- **School Director sends completed form to the Student Disciplinary Office**
- **School Director informs Executive Dean and Faculty Administrator and provides them with necessary documentation**
- **Faculty Administrator places matter on agenda of the TLC**
- **Wait for decision from Disciplinary Office**
- **Process ends**

Notes: **Faculty report form**
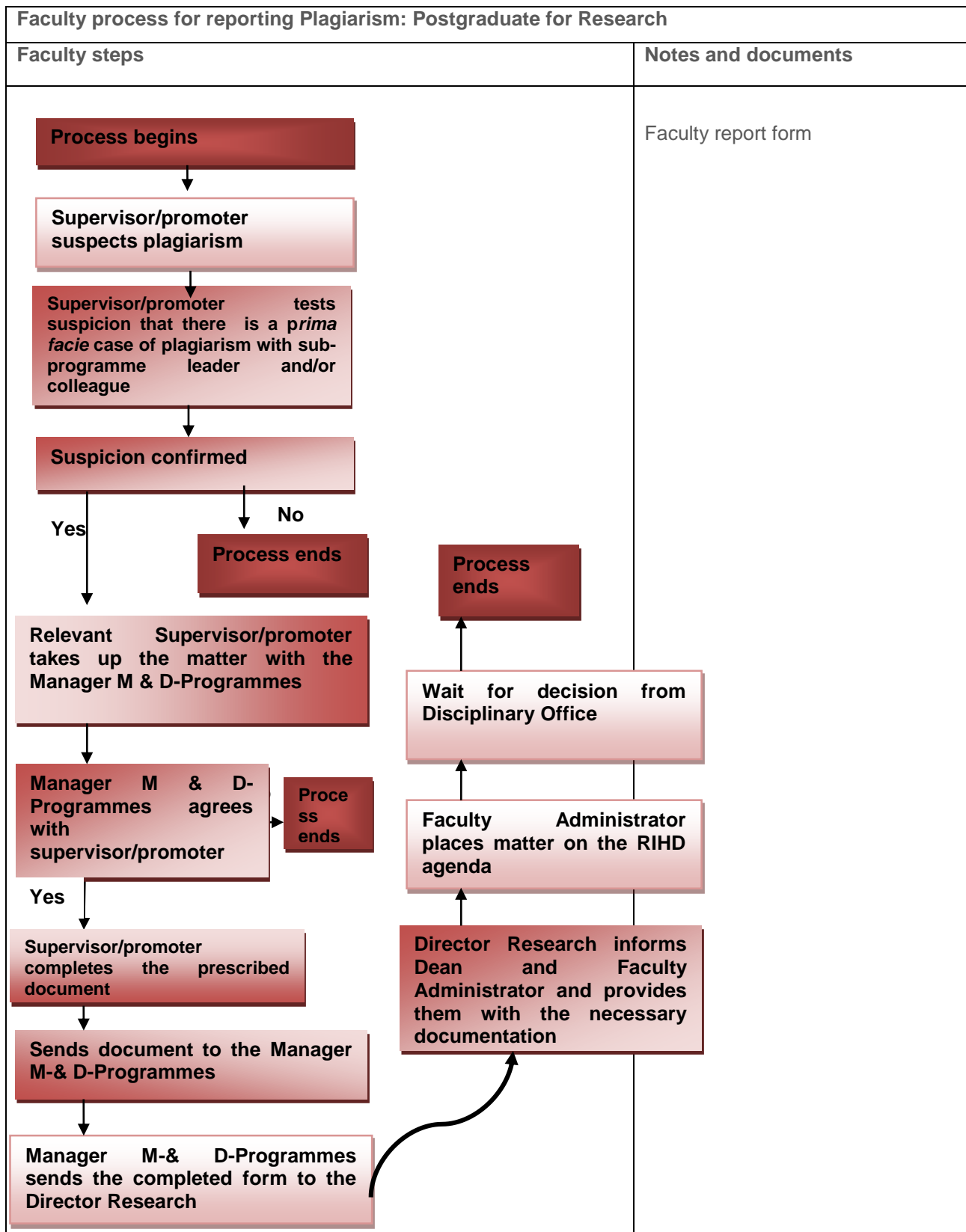
Plagiarism: Postgraduate for Research

Policy: NWU Policy on Academic Integrity

Compliance with the requirements of Turn-it-in in terms of ensuring that there has been no plagiarism.

Responsible person: Research Director

Process flow:

Faculty process for reporting Plagiarism: Postgraduate for Research	
Faculty steps	**Notes and documents**

Process begins

Supervisor/promoter suspects plagiarism

Supervisor/promoter tests suspicion that there is a p*rima facie* case of plagiarism with sub-programme leader and/or colleague

Suspicion confirmed

No

Yes

Process ends

Process ends

Relevant Supervisor/promoter takes up the matter with the Manager M & D-Programmes

Wait for decision from Disciplinary Office

Manager M & D-Programmes agrees with supervisor/promoter

Process ends

Faculty Administrator places matter on the RIHD agenda

Yes

Supervisor/promoter completes the prescribed document

Director Research informs Dean and Faculty Administrator and provides them with the necessary documentation

Sends document to the Manager M-& D-Programmes

Manager M-& D-Programmes sends the completed form to the Director Research

Faculty report form

FACULTY OF THEOLOGY QUALITY MANAGEMENT, -ASSURANCE AND IMPROVEMENT

Module- and lecturer-evaluation

Policy: Teaching Learning and Assessment Policy

Responsible person: School Director / M/as

Student evaluation of lecturers

Each module lecturer must at least once per semester of a presentation of a module, do an evaluation by students of the module, directly before or after the mid-semester recess. The lecturer has to make use of an instrument approved by the NWU, and see to it that there is record-keeping of the data of the evaluation.

Process flow:

Faculty process: Module assessment	
Faculty steps	**Notes and documents**

Faculty steps:

Process begins

↓

M/a of school annually provides Subject group chairperson with a rolling *pro forma*-list of module-papers for appointment of examiners and moderators

↓

Each module is subjected to external moderation every three years

↓

Subject group chairperson completes appointment of examiners and moderators on list of modules

↓

Subject group chairpeson sends completed list to M/a of School

↓

M/a of School submits appointment list to Director for approval

↓

M/a School makes available approved appointment list to lecturers

↓

Lecturer considers approved apointment list in compiling examination papers

↓

Process ends

Notes and documents:

For each module up to magister level that has to be examined during a specific examination opportunity, at least one internal examiner and one external examiner should be appointed. For each module one external moderator should also be appointed every third year (see A.8.2)

General Academic Rules

Faculty process: Module assessment	
Faculty steps	**Notes and documents**
Process begins ↓ **M/a of school annually provides Subject group chairperson with a rolling _pro forma_-list of module-papers for appointment of examiners and moderators** ↓ **Each module is subjected to external moderation every three years** ↓ **Subject group chairperson completes appointment of examiners and moderators on list of modules** ↓ **Subject group chairpeson sends completed list to M/a of School** ↓ **M/a of School submits appointment list to Director for approval** ↓ **M/a School makes available approved appointment list to lecturers** ↓ **Lecturer considers approved apointment list in compiling examination papers** ↓ Process ends	For each module up to magister level that has to be examined during a specific examination opportunity, at least one internal examiner and one external examiner should be appointed. For each module one external moderator should also be appointed every third year (see A.8.2) General Academic Rules Module assessment questionnaire

Staff development in Teaching-Learning

Policy: Teaching Learning and Assessment Policy

Responsible person: School Director

Participation in working sessions of CTL

The Faculty recommends that lecturers should participate in the arranged works sessions about the improvement of Teaching-Learning offered by CTL.

Participation in the ITEA-programme

The Institutional Teaching Excellence Award (ITEA) is made to improve the quality of Teaching-Learning at the University. The first purpose of the programme is to improve the facilitation skills of lecturers and through that to improve the learning skills of students. The second purpose is to give recognition to a lecturer's special facilitation skills and ability to develop an excellent learning environment for students.
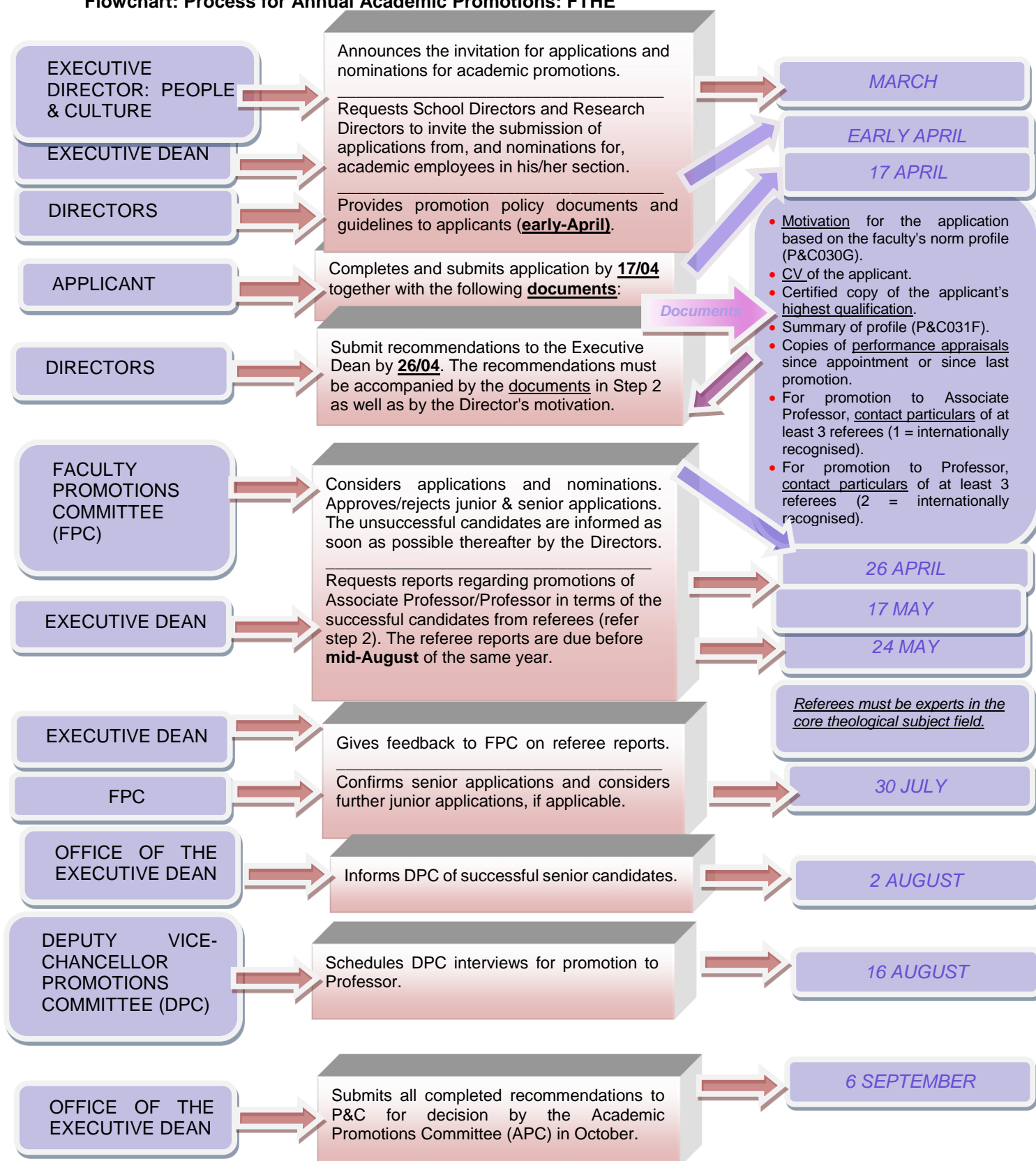
Process flow:

Faculty process: Staff development in Teaching-Learning	
Faculty steps	**Notes and documents**
Process begins Director receives a schedule for the training session done by CTL For new lecturers the Director allocates a mentor All new lecturers report to the Institutiional Course for New Lecturers For lecturers on the staff, the Director appoints, in consultation with lecturers, colleagues for participation n the ITEA programme The teaching-learning committee approves the nomination The FB approves the nomination Process ends	

Procedure for Academic Promotions

Process flow:

Flowchart: Process for Annual Academic Promotions: FTHE

Role	Action	Date
EXECUTIVE DIRECTOR: PEOPLE & CULTURE	Announces the invitation for applications and nominations for academic promotions.	*MARCH*
EXECUTIVE DEAN	Requests School Directors and Research Directors to invite the submission of applications from, and nominations for, academic employees in his/her section.	*EARLY APRIL*
DIRECTORS	Provides promotion policy documents and guidelines to applicants (**early-April**).	*17 APRIL*
APPLICANT	Completes and submits application by **17/04** together with the following **documents**:	
DIRECTORS	Submit recommendations to the Executive Dean by **26/04**. The recommendations must be accompanied by the documents in Step 2 as well as by the Director's motivation.	

Documents

- Motivation for the application based on the faculty's norm profile (P&C030G).
- CV of the applicant.
- Certified copy of the applicant's highest qualification.
- Summary of profile (P&C031F).
- Copies of performance appraisals since appointment or since last promotion.
- For promotion to Associate Professor, contact particulars of at least 3 referees (1 = internationally recognised).
- For promotion to Professor, contact particulars of at least 3 referees (2 = internationally recognised).

Role	Action	Date
FACULTY PROMOTIONS COMMITTEE (FPC)	Considers applications and nominations. Approves/rejects junior & senior applications. The unsuccessful candidates are informed as soon as possible thereafter by the Directors.	*26 APRIL*
EXECUTIVE DEAN	Requests reports regarding promotions of Associate Professor/Professor in terms of the successful candidates from referees (refer step 2). The referee reports are due before **mid-August** of the same year.	*17 MAY* / *24 MAY*

Referees must be experts in the core theological subject field.

Role	Action	Date
EXECUTIVE DEAN	Gives feedback to FPC on referee reports.	
FPC	Confirms senior applications and considers further junior applications, if applicable.	*30 JULY*
OFFICE OF THE EXECUTIVE DEAN	Informs DPC of successful senior candidates.	*2 AUGUST*
DEPUTY VICE-CHANCELLOR PROMOTIONS COMMITTEE (DPC)	Schedules DPC interviews for promotion to Professor.	*16 AUGUST*
OFFICE OF THE EXECUTIVE DEAN	Submits all completed recommendations to P&C for decision by the Academic Promotions Committee (APC) in October.	*6 SEPTEMBER*

FACULTY OF THEOLOGY QUALITY MANAGEMENT, -ASSURANCE AND IMPROVEMENT

Core quality control: Research quality assurance and improvement

Approach to research and postgraduate Studies

Policy: Research- and Innovation policy

STRATEGIC PLAN: Research Innovation and Higher Degrees

According to the Faculty of Theology strategic planning for the Research unit, the Faculty strives, through research, to achieve the following:

- Add new knowledge to Theology and the Ancient Languages by publishing scholarly articles in academic journals, read papers at national and international conference, and publishing scholarly books.

- Create opportunities for the training of postgraduate students in Theology and the Ancient Languages

- Enrich undergraduate teaching by applying new knowledge

- Render service in research organizations and societies and contribute in this way to policy formation in a particular field

- Uncover the philosophical foundations and ethical aspects of the practice of Theology

- Make a contribution to the value system of the country.

Through the realisation of these goals the Faculty builds capacity in the country and trains thoughtful manpower which can independently plan, execute and render results in terms of the ministry.

Management of M- and D-students

Responsibility for the management of postgraduate students

The basic point of departure in the management assignments of School Directors and Research Directors with regard to teaching and research is as follows: The School Director manages the programmes with regard to undergraduate and Honours teaching, well as the course-work component of the M-programmes, as applicable to the school, and the Manager: M and D programmes manages the research programmes of the unit, which would include the research sections of M and D students working in programmes of the unit. The basic management principle is that relevant school and research Directors take co-responsibility for the success of each other's qualification programmes.

Each School Director and the Director Research see to it that all academic personnel in the school and unit are properly informed about the content of the Manual for Postgraduate Studies. All the registration, research and examination processes are drawn into a flow diagram in this Manual.

Meetings of Director Research, Supervisors, promoters and postgraduate students

The Supervisors/promoters in the unit meet at least twice a year – unless the matters can be dealt with satisfactorily in a virtual meeting - with the Director Research (together with the School Director, if needed), during which the following issues with regard to each student are tabled:

- Control of formal issues with regard to registration, appointment of supervisor/promoter, approval of a title and research proposal, appointment of examiners and giving notice of submission, especially also in cases where re-registration is applicable.

- Is there regular contact and do regular discussions take place between student and supervisor/promoter?

- Does the student have free and unhindered access to his/her supervisor/promoter?

- Has the student made satisfactory progress since the previous evaluation?

- Is publication a possibility?

- Deadline for the completioin of the study

- Are there potential internal circumstances or factors that might impact negativelyon the student's studies? How could such circumstances or factors be managed so that the student is not negatively influenced?

- Are there external factors (work conditions, marital problems, etc.) that might influence th student's progress negatively, and can something be done about such circumstances?

- Will the student be able to submit by the deadline, or should special arrangements be made to ensure that the student does not overrun?

At these meetings M students who do exceptionally well should be identified in time with a view to a possible upgrading to a PhD-registration.

Reporting on postgraduate students

- The Supervisor/promoter on a prescribed form (FORM FOR PROGRESS REPORT BY SUPERVISOR/PROMOTER OF M AND D STUDENTS) reports to the Director Research on each M and D student's progress. The student also reports and Supervisor/promoter gives the students' form to each student to complete confidentially and to submit directly to the Director Research: FORM FOR PROGRESS REPORT BY M/D-STUDENT). if the Director Research is also the student's Supervisor/promoter, the form is submitted to the Executive Dean. The Director Research then reports in writing, before the end of November, to the Executive Dean about how the problems that emerged from the forms have been dealt with.

- Apart from this the Director Research annually report in writing, on the prescribed form, to the FB about all M and D students registered for three or more years.

Requirements for mini-dissertations, dissertations and theses

The requirements for mini-dissertations, dissertations and theses appear in the A-rules and in the *Manual for Postgraduate Studies.*

The A-rules also allow for a dissertation or thesis to be submitted in article format.

The Faculty is of the opinion that it is important for M students to acquire the skill of writing an extended research report, which is what a dissertation in essence is. For that reason, the Faculty does not really encourage M-students to submit a dissertation in article format.

The use of the article format for mini-dissertations is discouraged.

The A-rules do allow a student who has been registered for the M degree, and who, in the unanimous judgement of the supervisor and the relevant research and school directors, has reached the outcome and quality of a doctoral degree can apply to the Faculty Board to change the registration for the master's degree studies to doctoral studies.

Registration for an M-degree can no longer be upgraded to a PhD if the M has already been examined as an M: UPGRADING OF M-REGISTRATION TO PHD-REGISTRATION.

Admission to postgraduate Studies (NQF level 8-10) (Honours, Magister, PhD)

Honours

Policy: General Academic Rules

Responsible person: Faculty Administrator

The purpose of a selection process is to admit to a programme only students who, judging by their academic record and other forms of proof, and proven prior learning, have a realistic chance of success with due cognizance being taken of the student's background and potential.
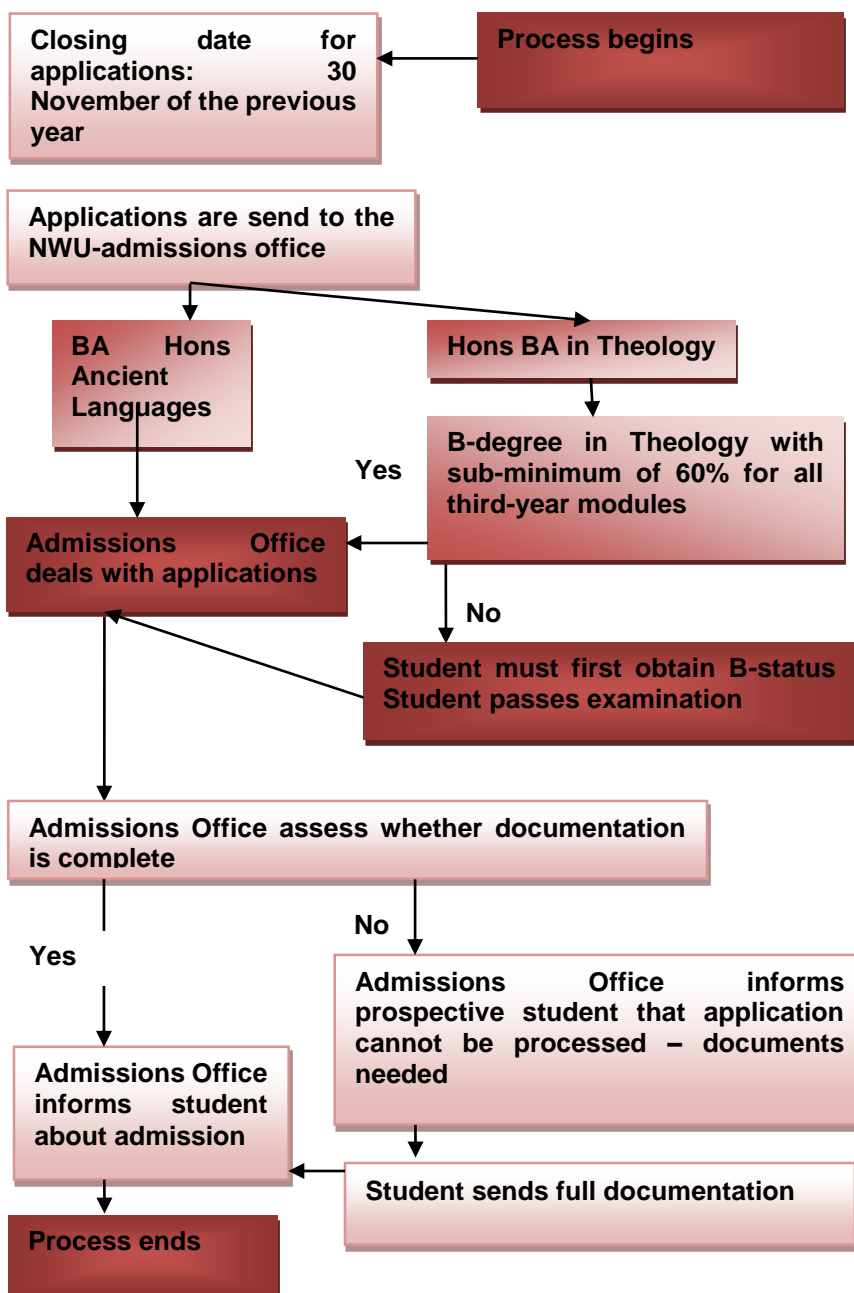
Prospective honours students apply to the NWU for admission; the Honours qualification programme leader in conjunction with the Faculty Administrator does the screening.

Process flow:

Faculty process : Admission of student –BA Hons in Theology/BTh Hons/BA Hons in Ancient Languages	
Faculty steps	**Notes and documents**

Faculty steps

Process begins

Closing date for applications: 30 November of the previous year

Applications are send to the NWU-admissions office

BA Hons Ancient Languages

Hons BA in Theology

B-degree in Theology with sub-minimum of 60% for all third-year modules

Yes

Admissions Office deals with applications

No

Student must first obtain B-status Student passes examination

Admissions Office assess whether documentation is complete

Yes

No

Admissions Office informs prospective student that application cannot be processed – documents needed

Admissions Office informs student about admission

Student sends full documentation

Process ends

Notes and documents

General:

Admission requirements:

Yearbook:

Additionally – BTh Hons

- Additionally: B degree with Greek and Semitic languages III
- Sub-minimum 60% for all modules at 3rd year level
- Student applies for selection

Additionally –BA Hons in Ancient Languages

- At least one of the Ancient Languages (Greek, Semitic Languages or Latin) at NQF level 7 with an average module mark of 60%+. In the case where a student does not comply with the minimum 60% module mark requirement, he/she can apply for an interview with the relevant subject group chairperson or School Director.
- Selection is done on the basis of the student's academic achievement and insight in the relevant module(s) for the first degree.
- For the honours Studies a percentage of 60% in the module(s) on the third level of the first B-degree is required.
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Magister and PhD

Policy: General Academic Rules

Responsible person: Director Research/ Manager M & D Programmes
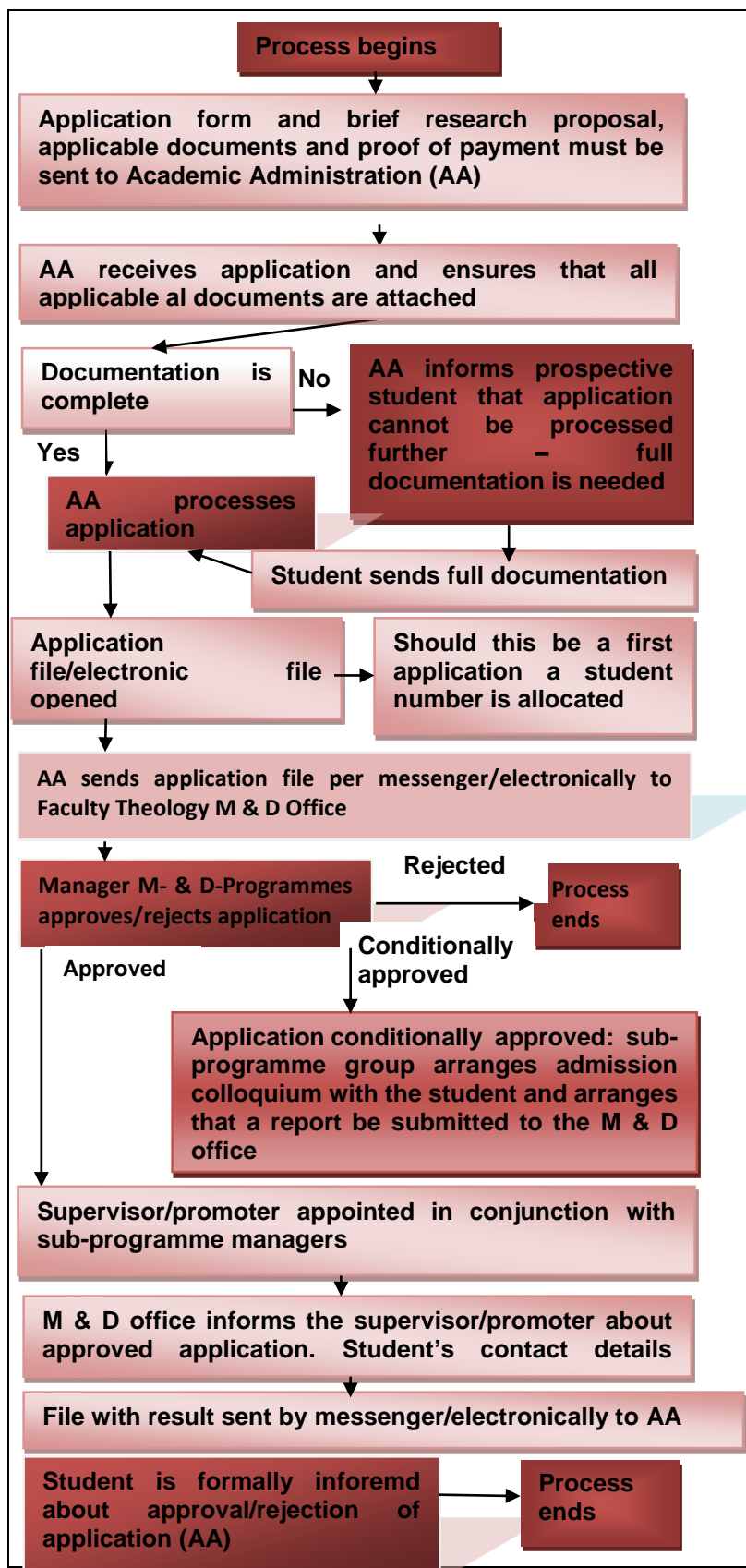
For the selection process for M and D students the following procedure applies: Under the guidance of the Director Research the school and research Director together (with the subject group chairperson where necessary) a decision is made about the Supervisor/promoter and research topic, **ór** the Supervisor/promoter discusses the proposed research topic with the Director Research in conjunction with the School Director. Factors that have to be thoroughly assessed here include:

- Availability of funds to finance the research

- Whether the research project can lead to publishable results as well as a dissertation/thesis in a reasonable time.

- Whether the proposed Supervisor is really capable, in terms of the research project, to provide *constructive, expert* guidance -- the availability of expert study guidance does play a crucial role in the choice of research topics.

- The workload of the proposed supervisor/promoter

- The allignment of the project with the unit's qualification programmes.

Process flow:

Faculty process: Admission van students: Postgraduate	
Faculty steps	**Notes and documents**

Process begins

Application form and brief research proposal, applicable documents and proof of payment must be sent to Academic Administration (AA)

AA receives application and ensures that all applicable al documents are attached

Documentation is complete

No → **AA informs prospective student that application cannot be processed further – full documentation is needed**

Yes

AA processes application

Student sends full documentation

Application file/electronic file opened → **Should this be a first application a student number is allocated**

AA sends application file per messenger/electronically to Faculty Theology M & D Office

Manager M- & D-Programmes approves/rejects application — **Rejected** → **Process ends**

Conditionally approved

Approved

Application conditionally approved: sub-programme group arranges admission colloquium with the student and arranges that a report be submitted to the M & D office

Supervisor/promoter appointed in conjunction with sub-programme managers

M & D office informs the supervisor/promoter about approved application. Student's contact details

File with result sent by messenger/electronically to AA

Student is formally inforemd about approval/rejection of application (AA) → **Process ends**

Quality manual for postgraduate students

More documents and information for applications:
Guidelines for international applicants:

General Academic Rules:

South African Qualifications Authority (SAQA) **[**http://www.saqa.org.za/**]**

TOEFL [http://www.ets.org/toefl**]**
The Supervisor/promoter makes contact with the student and sends the following to the student:
- Ethical code of conduct (the ethical code of conduct is signed by the student and returned to the Supervisor/promoter who will then keep it with him)
- Manual for the writing of a Research proposal for M & D Studies:

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Registration

Policy: General Academic Rules

Responsible person: Director Research/ Manager M & D Programmes

Process flow:

Faculty process: Registration: Postgraduate	
Faculty steps	**Notes and documents**
Process begins When a student's application has been approved, Academic Admin sends, with the approval document, also a registration document and Guidelines for M & D first registration: The student must check the Registration document to ensure that all the information is correct, then sign the document and return it to the admin officer, Theology at Academic Admin The student must then pay registration fees and submit proof of payment with the registration document The student can also apply for Postgraduate bursaries. When the student has been registered, AA sends the student a proof of registration, without which proof the student is not registered AA will then annually send the student a re-registration document, and it is the responsibility of the student to re-register for the duration of his/her study period When the student has been re-registered, AA wil annually issue the student with a proof of re-registration – without this proof the student is not registered for the **Process ends**	**Postgraduate bursaries** **Merit bursary** **Bursary application form for Academic merit bursary** SADC bursaries **SADC Bursary application form** NRF bursaries **NRF Bursary application form** **Fundi**

Research supervision

Supervisors Hons

Supervisors M and PhD

Policy: General Academic Rules

Responsible person: Director Research/ Manager M- & D-Programme

 Supervision takes place under the guidance of the Director Research, according to *Code of Conduct for Supervisors and promoters* as explained in paragraph 3 of the *Manual for Postgraduate Studies*. Apart from the guidance in terms of research and writing, the following management tasks are included :

- The Supervisor/promoter has to ensure that the student registers before the studies commence, and that the student re-registers in time annually.

- The Supervisor/promoter must see to it that the student timeously submits a title and a research proprosal (under the prescribed cover page, which contains, among others, the full details of the examiners) to the CAD, who will then recommend it to the RIHD who will then inform the Faculty Board.

- The Supervisor/promoter must be informed about the deadlines for the submission of dissertations/theses for the different graduation ceremonies and must manage the student's work with these dates in mind.

- The Supervisor/promoter must see to it that the student gives notice of intention to submit at least three months in advance.

- The Supervisor/promoter must see to it that the requirements for language and technical editing are complied with.

Process flow:

Faculty process : Research proposal, Title registration and further support/guidance	
Faculty steps	**Notes and documents**

Faculty steps	Notes and documents
Process begins	
Student prepares, in consultation with the supervisor/promoter, a Research Proposal (RP)	**Should the student be from any of the distance institutions, the NWU co-Supervisor/promoter is responsible for the title registration.**
Supervisor/promoter supports student with revisions and finalisation	
When supervisor/promoter is satisfied with the RP, cover page is completed and duplicated (?) on top of the student's RP	
Student's RP with cover sheet is sent to the supervisor/promoter sub-programme manager for submission to the SC for comment and revision by a review panel.	
The sub-programme manager sends the RP to two members of the sub-programme to assess of behalf of the SC	
As soon as the SVK approves the student's RP, the supervisor/promoter must send the RP (and where applicable, the ethics submission) to the M & D office toe for submissionto the CAD. Ethics aplication form: (?)	
Once any comments from the CAD have been dealt with, to the satisfaction ofthe Manager M- & D-Programmes the M & D office compiles a title registration document, to be submitted to the The FB for approval	

FACULTY OF THEOLOGY QUALITY MANAGEMENT,
-ASSURANCE AND IMPROVEMENT

Faculty process: Research proposal, Title registration and further support/guidance (continued)	
Faculty steps	**Notes and documents**
Once the FB has dealt with the title registrations, the CIGS Coordinator sends the minutes to the M/a of the Manager M- & D-programmes who enters the info on the database	[Quality manual for postgraduate students](#)
M/a Manager M- & D-Programmes informs the supervisor/promoter about the result of the submission and if the title registration has been approved, the information together wth the student's RP & cover sheet is sent to HDC, so that title registration can be done.	
The supervisor/promoter informs the student and guides the student in starting with the next chapter.	
HDC also sends a formal letter to the student to confirm registration of the title.	
If any changes are made to the title, supervision or examiners, such changes must be submitted to the FB for approval and the same cover page used for title registration must be used and sent to the M- & D-office.	
The supervisor/promoter provide oingoing suport and guidance during the study period until the dissertation/thesis is submitted and finalized	
Process ends	

Assessment

Policy: General Academic Rules
            Quality manual for postgraduate students

Responsible person: Director Research/ Manager M- & D-Programme

Assessment of postgraduate students

Appointment of examiners

Examiners of M- and D-students must comply with the requirements of A.8.3, which read as follows:

FACULTY OF THEOLOGY QUALITY MANAGEMENT,
-ASSURANCE AND IMPROVEMENT

5.4.3.1 For the examination of every thesis at least three examiners must be appointed by the Executive Dean in accordance with the provisions of the applicable faculty rules and in consultation with the research Director or research entity leader concerned, or where applicable, the school Director concerned, of which the majority must be external examiners attached to different institutions.

5.4.3.2 The names of the examiners are not made known to the candidate without the permission of the examiners concerned.

5.4.3.3 No examiner of a thesis may in any way have been involved in the supervision of the student. In the light of the emphasis on quality imperatives, guidelines have been developed for the appointment of examiners of M- and D-degrees. Also refer *APPOINTMENT OF EXAMINERS FOR DISSERTATIONS AND THESES.*

Guidelines to examiners

For the examination of a dissertation or mini-dissertation for the M-degree, the Faculty, apart from the relevant level descriptors, also sets the guideline for examiners: In general it is required of a dissertation or mini-dissertation to show that the candidate is comfortable and informed about the relevant literature, that his/her research skills emerge clearly and that the dissertation mini-dissertation provides clear evidence that the candidate is capable of writing a proper report about his/her research. The research undertaken for a dissertation/mini-dissertation must enable the candidate to demonstrate as clearly as possible that he/she is properly acquainted with the research methods of his/her field of study and that he/she can properly use these techniques. The research need not necessarily lead to publishable results.

With regard to the report as such, the candidate should describe and document the problem statement and aims, design of the research, modus operandi, results and conclusion scientifically (systematic, logical, persuasive), and in general the work must testify to the candidate's analytical ability, critical ability and insight.

The distinction between a dissertation and a mini-dissertation is that a mini-dissertation is of more limited scope.

For the examination of a thesis for a PhD-degree, the Faculty, apart from the relevant level descriptors, also sets the following general guideline: In general, it is required of a thesis that the candidate should be au fait with the relevant literature, that he/she clearly demonstrates his/her research skills clearly and that the thesis should provide proof of the ability of the candidate to write a proper report about his/her research. Over and above this the thesis should render proof of original research and a contribution made to the field of study. With regard to the report as such, the candidate should be able to formulate his/her problem statement and aims, research design, modus operandi, results and conclusions in a proper scholarly manner (systematically, logically, persuasively). On the whole the work should testify to the candidate's analytical ability, critical aptitude and insight.

Full details of the guidelines ae contained in the document GUIDELINES TO EXAMINERS. The details of the examiners' report are contained in the document in EXAMINERS' REPORT.

Result of examination

The following administrative guidelines have been developed for the handling of the reports of examiners and the finalisation of results for postgraduate studies.

- After all the reports about a candidate's dissertation/thesis have been received, Higher Degrees and Ceremonies copies of ALL the reports to the Supervisor or promoter.

- The Supervisor/promoter then writes a composite report and fills in the composite report from for a dissertation or thesis in which a result of the examination process is recommended. These composite reports and the composite report form are submitted to the relevant official in the M and D office by the supervisor/promoter. Higher Degrees and Ceremonies will then in consultation with the Faculty Administrator set a deadline for the submission.

- As soon as the composite report has been received, Higher Degrees and Ceremonies sends the candidate's complete file to the School Director, who then deals with the result according to the provisions of the A-rules and by way of the document GUIDELINES FOR THE HANDLING OF M and PhD-RESULTS of the Faculty in conjunction with the Director Research (and the Executive Dean, where necessary) and a decision is made.

- Once a decision has been taken about the result by the School Director and the Director Research (and the Executive Dean where applicable) the School Director completes the final results form for either an M-degree or a PhD-degree. The School Director sends this properly signed form and the complete file of the student to the Examination committee (in practice the Faculty Administrator, who will then return it to the Higher Degrees and Ceremonies) so that the Faculty Board can confirm the result.

- The result is announced by Higher Degrees and Ceremonies once the Examination committee has confirmed the result to the Faculty Board.

- The result is also noted in the minutes of the Faculty Board which are sent through to Senate, for notification.

Distinction for honours and master's degrees

A student obtains an Honours or an M degree with distinction if the average mark of all the modules (including the dissertation) in a specific curriculum 75%. In the in the calculation of the average mark the credits of each module should be considered a weighting factor.

Should a student take additional modules – that is, modules above and beyond those prescribed for the specific curriculum– these modules are NOT considered in the calculation of the average mark. Should the curriculum consist of elective modules and extra modules are taken, the highest marks will be considered in the calculation.

Faculty process: Assessment	
Faculty steps	**Notes and documents**

Faculty steps	Notes and documents
Process begins	
The supervisor/promotor, in conjunction with the co-supervisor/promoter where applicable supervises the student chapter for chapter until completion	
Each e-mail with chapters and feedback must be sent by CC to the M & D office so that progress can be entered on the database.	
The supervisor/promoter has to provide comment on the work received from students within three weeks.	
Research leave that the supervisor/promoter might take does not affect the supervision of postgraduate students negatively.	
The promoter supervises the PhD-student in the preparation and submission of an article based on his/her thesis to an accredited	
The supervisor has to motivate an M-student optimally and support the student to prepare an article out of his/her dissertation and to submit it for publication.	
When a student stops his/he studies a cancellation of studies form has to be completed and submitted	
When a student wishes to change his/her field of study, a module-change form has to be completed and submitted.	
If a student should have any other requests that have to be submitted to the Faculty Board, a student request form has to be completed and submitted.	
Process ends	

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Submission

Policy: [General Academic Rules](#)
Responsible person: Director Research/ Manager M- & D-Programmes

Process flow:

Faculty process: Submission	
Faculty steps	**Notes and documents**
Proses begins	[Quality manual for postgraduate students](#)
The student is responsible, three months prior to submission of a disertation/mini-dissertation/thesis to give notice of such intention in writing	
Notice of submission for has to be sent to the administrative officer at HDC who deals with the students of the Faculty of Theology, so that the examiners can be alerted and so that the student can be informed about what should be submitted with the manuscript.	
Submission for the May graduation ceremony is at the end of November, and submssion for the September graduation ceremony is end of April.	
When submission is not done in time, a Late Submission form has to be completed and submitted with the manuscript	
The student is responsible for the professional language editing of his/her manuscript. A list of accredited language editors is available from **www.translators.org.za**.	
A sworn statement document also has to be submitted with the manuscript.	
PhD students must also submit a CV and Personal details with the manuscript.	
Each supervisor/promoter is responsible for running the final manuscript through *Turn It In* to detrmine to what extent plagiarism might have been committed; this report has to be submitted with the manuscript. Manual for *Turn-It-In*:	
Process ends	

Examination process
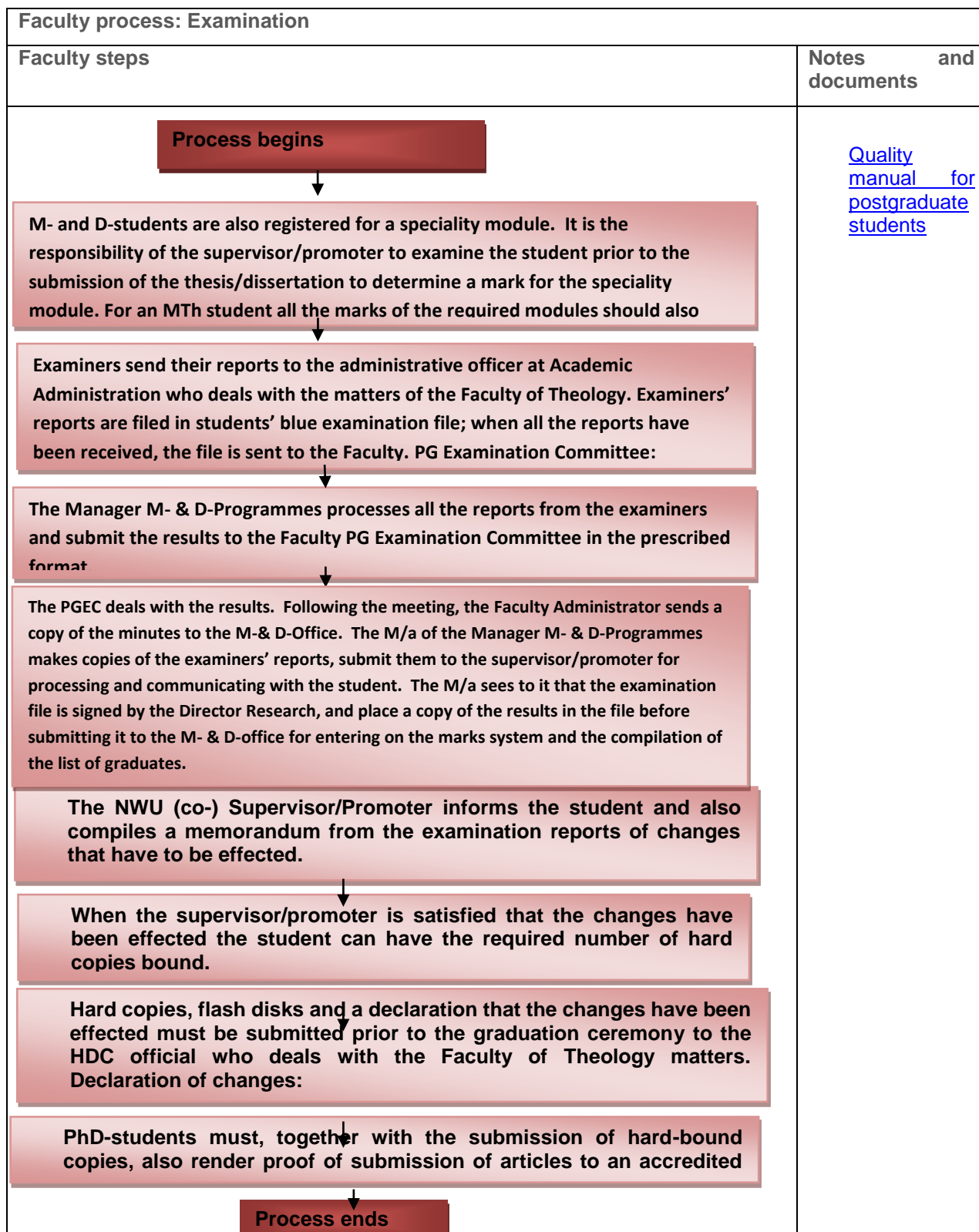
Policy: General Academic Rules

Responsible person: Director Research/ Manager M- & D-Programmes

Process flow:

Faculty process: Examination	
Faculty steps	**Notes and documents**
Process begins M- and D-students are also registered for a speciality module. It is the responsibility of the supervisor/promoter to examine the student prior to the submission of the thesis/dissertation to determine a mark for the speciality module. For an MTh student all the marks of the required modules should also Examiners send their reports to the administrative officer at Academic Administration who deals with the matters of the Faculty of Theology. Examiners' reports are filed in students' blue examination file; when all the reports have been received, the file is sent to the Faculty. PG Examination Committee: The Manager M- & D-Programmes processes all the reports from the examiners and submit the results to the Faculty PG Examination Committee in the prescribed format The PGEC deals with the results. Following the meeting, the Faculty Administrator sends a copy of the minutes to the M-& D-Office. The M/a of the Manager M- & D-Programmes makes copies of the examiners' reports, submit them to the supervisor/promoter for processing and communicating with the student. The M/a sees to it that the examination file is signed by the Director Research, and place a copy of the results in the file before submitting it to the M- & D-office for entering on the marks system and the compilation of the list of graduates. The NWU (co-) Supervisor/Promoter informs the student and also compiles a memorandum from the examination reports of changes that have to be effected. When the supervisor/promoter is satisfied that the changes have been effected the student can have the required number of hard copies bound. Hard copies, flash disks and a declaration that the changes have been effected must be submitted prior to the graduation ceremony to the HDC official who deals with the Faculty of Theology matters. Declaration of changes: PhD-students must, together with the submission of hard-bound copies, also render proof of submission of articles to an accredited **Process ends**	Quality manual for postgraduate students

Staff development with regard to research

Policy: General Academic Rules

Responsible person: Director Research

Process flow:

Staff development in research

The Faculty considers development of research capacity of young and promising staff to be so important that the Faculty has decided to assume joint responsibility for it. Full details of the different steps and regular report about this can be found in the document DEVELOPMENT OF PROMISING YOUNG RESEARCHERS.

Internal and external evaluation of research and postgraduate education

The Faculty links up with the university-wide internal and external evaluation of research and postgraduate education, which is done according to fixed time-table. The internal evaluation is the task of the RIHD, while external evaluations are done by external peer-panels at the international level. The Director Research support is responsible for the organisation of this. Reports of these evaluations appear in the agendas of the Senate Committee for Research and Innovation and the Director Research together with the Executive Dean who is responsible for the handling of the recommendations.

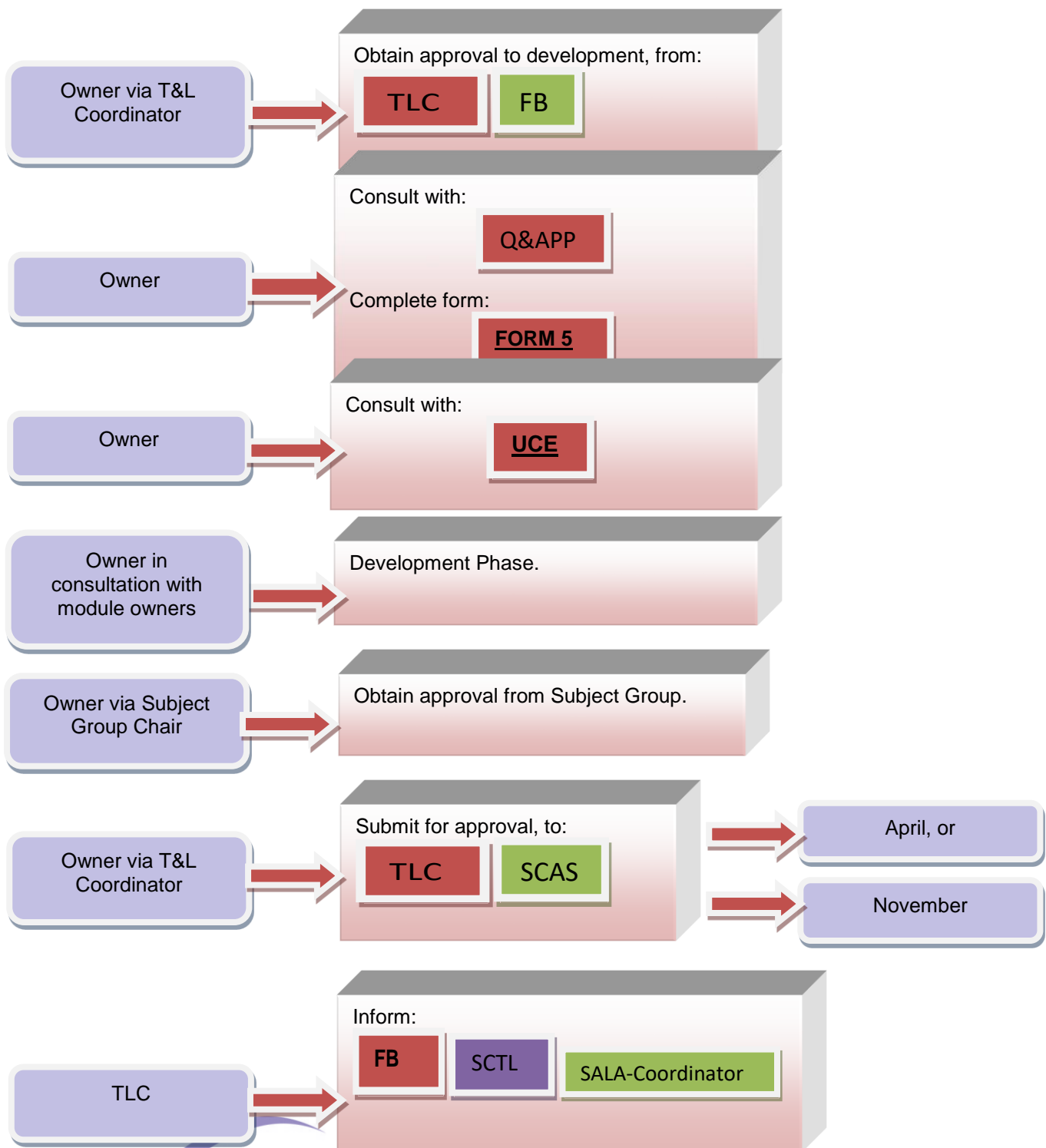**Core quality control: Community Service quality assurance and improvement**

Short Learning Programmes: Presentation

Policy: **Policy for the presentation of Short Learning Programmes at the NWU**

Responsible person: T&L Coordinator

Process flow:

Faculty process: Procedure: Development of SLP's & Short courses
Faculty steps

Owner via T&L Coordinator	Obtain approval to development, from: **TLC** **FB**
Owner	Consult with: **Q&APP** Complete form: **FORM 5**
Owner	Consult with: **UCE**
Owner in consultation with module owners	Development Phase.
Owner via Subject Group Chair	Obtain approval from Subject Group.
Owner via T&L Coordinator	Submit for approval, to: **TLC** **SCAS** → April, or → November
TLC	Inform: **FB** **SCTL** **SALA-Coordinator**

FACULTY OF THEOLOGY QUALITY MANAGEMENT, -ASSURANCE AND IMPROVEMENT

Commercialisation of research and external projects

Policy: **Policy for the Management of Research and Innovation contracts and External Investment/Interests**
Responsible person: Director Research

Process flow:

Commercialisation of research can be done in the following ways:

- Presentation of short learning programmes: Registration of courses is done via the office of the relevant School director and administered in the Unit for Open and Distance Learning.
- Publication of books in paper copy of electronically (mainly in popular scientific style)
- Computer-based training programming (e.g. "Reading Rocket")