



Advanced Diploma in Ministry

College of Transfiguration, NPC

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ADVANCED DIPLOMA IN MINISTRY

COLLEGE OF TRANSFIGURATION, NPC

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INTRODUCTION

The College of Transfiguration, NPC is a residential institution serving the Anglican Church of Southern Africa (ACSA). The Province of the Anglican Church of Southern Africa includes the following countries: Angola, Lesotho, Mozambique, Namibia, South Africa, and Swaziland. Botswana, Mauritius and Zimbabwe also regularly send students to study at the College. The purpose of the College is to train, educate and nurture women and men for the ordained ministry of the Anglican Church. The aim of the College is to provide courses, programmes and qualifications, duly recognised and accredited, and consistent with the provisions of the National Qualifications Framework (NQF).

The Advanced Diploma in Ministry is offered as a professional qualification suitable for persons seeking to offer for the ordained ministry of the Anglican Church of Southern Africa. However, those who are not intending to offer for the ordained ministry of the Anglican Church, or are not being considered for such ministry, may undertake the course to enhance the quality of lay ministry in the church, to develop an informed lay leadership, and to increase participation of lay people in the life and work of the church.

Although primarily designed to meet the requirements of the Anglican Church, the course may also satisfy theological approaches of the Catholic and other Protestant Churches. The ethos of the College, however, is Anglican in life and worship.

The programme seeks to achieve the Vision and Mission of the College, and to satisfy the requirements for the preparation of men and women for the ordained ministry of the Anglican Church. This is done within a residential setting that promotes community life, spiritual formation, the nurturing of Christian piety and a disciplined life, after the manner of Christ. All of this is shaped through the rhythm of daily prayer, meditation and worship, work and study, and community outreach. The result is an integrated and holistic educational and formative experience based on a rigorous academic programme that promotes independent thinking, criticality and cognitive depth.

PURPOSE

This Advanced Diploma in Ministry is intended to provide prospective candidates for the ministry in the church with a professional preparation for ministry. As such it offers an intense, focussed, and applied interaction with theological disciplines so as to provide graduates with a deep and systematic understanding of current thinking, practice, theory and methodology in relation to ministerial praxis within an Anglican environment. The Advanced Diploma in Ministry seeks to build on the prospective candidates' prior engagement with theological

studies to equip them to function as acknowledged leaders in church and society, and as agents of transformation.

RATIONALE

The Advanced Diploma in Theology provides recognition to students who have proved themselves as competent to offer ministry and leadership within both church and society. It offers an opportunity to develop the practical and ministerial application of theoretical learning in a manner that promotes personal and societal transformation. The qualification will therefore be of benefit to those pursuing a vocation in the ordained ministry of the church, and to those actively engaged in lay ministry, particularly within an Anglican environment. The qualification provides evidence that will be of use in the discernment processes used by the church and offers a foundation from which further ministerial formation may occur.

LEARNING ASSUMED TO BE IN PLACE

Students registering for the Advanced Diploma in Ministry must have demonstrated competence in the following disciplines:

- Church History
- Biblical Studies
- Systematic Theology
- Pastoral Care
- Mission
- Leadership
- Ethics
- Spirituality
-

RECOGNITION OF PRIOR LEARNING (RPL)

The College of the Transfiguration recognizes that learning occurs in various contexts: formal, informal, and non-formal. In line with this principle, recognition of prior learning may be granted towards the partial or whole fulfilment of this qualification, or with a view to gaining access to the qualification. Such recognition of prior learning will only be granted where a student has successfully undertaken an assessment process agreed upon with the College of the Transfiguration. The candidate will be required to demonstrate skills, and competencies already acquired, a cognitive capacity to undertake studies at higher education level, together with a maturity to learn and a commitment to undertake further studies. Only 10% of any given

year's cohort will be granted access through a process of RPL. Applications for RPL must be submitted by 1 June the year before intended admission to the College. Please consult the College Policy on Recognition of Prior Learning and Credit Accumulation and Transfer for further information.

CREDIT ACCUMULATION AND TRANSFER (CAT)

Credit transfers from previous learning will be granted where such learning is relevant in terms of the competencies set out in the exit-level outcomes of this qualification and has been achieved at an institution recognized by the Department of Education. Credit shall only be granted where a course or module has been passed with 50% or its equivalent. No more than 50% of the credit value of a completed qualification may be transferred. A maximum of 50% (60 credits) of the Advanced Diploma in Theology may be attained via credit transfer.

ACCESS TO THE QUALIFICATION

In order to register for this programme students require **one** of the following criteria:

1. Diploma in Philosophy, Religion, & Theology (CESM 17), more particularly Christianity (CESM 170303).
2. Bachelor's Degree in Philosophy, Religion, & Theology (CESM 17), more particularly Christianity (CESM 170303).

Students who do not meet any **one** of these requirements may apply for recognition of prior learning. Each application will be considered on its merits. Amongst other criteria the College of the Transfiguration will consider the student's suitability for the programme, literacy level and previous working experience. Those from disadvantaged and/or previously disadvantaged communities will be given special consideration.

QUALIFICATION RULES

The Advanced Diploma in Ministry requires a minimum of 120 credits. It is a NQF level 7 qualification.

A minimum of 120 credits must be at NQF level 7. The Learning components are as follows:

- Core component: 120 credits, NQF 7

EXIT LEVEL OUTCOMES

The Advanced Diploma in Ministry (AdvDipMin) is an exit level qualification. A student who obtains the Adv.Dip.Min. must demonstrate the ability to:

1. Evaluate, develop and articulate critical theological thinking with regard to scripture, Christian spiritualities, ethics, ministry and teaching in relation to contemporary contexts.
2. Undertake and interpret in-depth analysis of various specific contexts in order to formulate appropriate responses to the needs of persons in community.
3. Select, critique and apply models and skills of community engagement and leadership participation appropriate to contexts encountered in Christian mission and ministry in Africa.
4. Reflect on and critically apply knowledge and understanding of Christian theology and ministry in the context of the diverse religious environment of Southern Africa.
- 5.

GRADUATE ATTRIBUTES

All graduates of the academic programme should be able to:

1. Display an understanding of theology and of the scriptures that is faithful, critical, rooted in tradition, and informed by context.
2. Demonstrate the ability think theologically in a way that is informed and coherent, and that integrates the use of scripture, reason, tradition, and experience.
3. Display an understanding of practical theology and of church history that is balanced, informed and critical.
4. Demonstrate the ability to translate knowledge of a variety of disciplines into practice in a way that is informed and reflexive.
5. All graduates of the academic programme should be:
6. People of integrity; appropriately mature, discerning, and with a keen sense of justice and fairness.
7. Constructive and critical contributors to community, respectful of others, and appreciative of their different gifts and experiences
8. Able to balance self-care against the demands of life in community.

In addition, all graduates who are also candidates for ordination should be:

9. Spiritually disciplined, actively committed to a life rooted in scripture, and in public and private prayer.
10. People who are able to live well with authority in the church, while aware of their own agency; able to exercise leadership responsibly and, where appropriate, collaboratively.

CRITICAL CROSS-FIELD OUTCOMES

A student who obtains the Advanced Diploma in Ministry should be able to:

1. Identify, analyse and assess appropriate responses to community needs, contemporary contexts and various diversities.
2. Collect, analyse, organize and reflexively apply Christian teaching and values in ministry.
3. Engage critically with academic tasks responsibly and effectively making use of appropriate academic literacies and procedures.
4. Communicate effectively in written and oral presentations.
5. Evaluate, interpret and develop theological and ministerial tasks independently, under supervision and in a team.
6. Participate as responsible citizens and leaders by assessing and implementing appropriate theological models, values and skills in the life of the church community and society.
7. Demonstrate an ability to integrate learning across disciplines and learning areas.

1. Evaluate, develop and articulate critical theological thinking with regard to Scripture, Christian spiritualities, ethics, ministry and teaching in relation to contemporary contexts.

1.1 Critically describe theological thinking with regard to scripture, Christian spiritualities, ethics, ministry and Christian teaching in relation to contemporary contexts.

1.2 Apply Christian teaching reflexively in response to practical and theoretical problems encountered in ministerial contexts.

1.3 Assess the impact of different theological models in relation to a variety of social contexts.

2. Undertake and interpret in-depth analysis of various specific contexts in order to formulate appropriate responses to the needs of persons in community.

2.1 Investigate the needs of persons in community through the use of a variety of critical social analytical tools.

2.2 Demonstrate in theory and praxis the skills, techniques, and values required to analyse specific contexts.

2.3 Develop coherent strategies to enable persons in community to respond to the identified needs of their contexts from a Christian perspective.

3. Select, critique, and apply models and skills of community engagement and leadership participation appropriate to contexts encountered in Christian mission and ministry in Africa.

3.1 Demonstrate a systematic knowledge of key models of community engagement and leadership participation relevant to contexts encountered in Christian mission and ministry.

3.2 Evaluate a range of skills, techniques, and values appropriate to community engagement and leadership participation in contexts encountered in Christian mission and ministry.

3.3 Reflexively apply knowledge and understanding of community engagement and leadership participation to effectively identify and address contextual needs.

4. Reflect on and critically apply knowledge and understanding of Christian theology and ministry in the context of the diverse religious environment of Africa.

4.1 Investigate the diverse religious environment of Africa.

4.2 Engage critically with Christian theology and ministry in response to diversity and complexity.

4.3 Demonstrate social awareness and respect for others in the theoretical and practical application of Christian theology and ministry in Church and Society.

INTEGRATED ASSESSMENT

A variety of methods are utilised for both formative and summative assessments in each course belonging to the learning programme that leads to this qualification. Wherever possible these methods reflect authentic tasks and situations relating to the purpose of the qualification. The methods used include oral, written, individual, and group work such as presentations, role plays, Bible Studies, reports, reflections, portfolios, etc. Assessors are required to design and utilise assessment practices which are open, transparent, fair, valid, and reliable in order that no student is disadvantaged and to ensure the integration of theoretical and practical components.

INTERNATIONAL COMPARABILITY

The Advanced Diploma in Ministry is comparable to other qualifications in a similar or the same subject area, and should be recognised locally and internationally as providing access to Postgraduate qualifications (e.g. Postgraduate Diploma), a Bachelor's Honours Degree, or Bachelor's Degree. The course is also designed to conform to the standards set by the Theological Education in the Anglican Communion Group (TEAC) authorised by the Anglican Primates Meeting to set a common standard of competence for all who are considered for the ordained ministry of the Anglican Church worldwide. The College of the Transfiguration is committed to benchmark its qualifications against those offered by comparable Anglican theological institutions worldwide.

ARTICULATION OPTIONS

Successful completion of this qualification with 120 credits and a minimum of 120 credits at NQF 7 may meet the minimum requirements for admission to a Postgraduate Diploma, a

Bachelor Honours Degree or a Bachelor's Degree. Accumulated credits may also be presented for entry into a cognate Bachelor's degree. No qualification may be awarded for early exit from this programme.

MODERATION OPTIONS

The assessment of Students is monitored internally by individual lecturers and by the Dean of Academic Studies in accordance with the institution's assessment policy. In all cases assessors and moderators must be registered and appointed in accordance with existing guidelines from the HEQC. All courses are externally moderated by external examiners appointed on the basis of their academic proficiency in a field relevant to the course in question, measured by their qualification, teaching and assessment experience. Such external examiners must not have been involved in the teaching of the course they are moderating. A minimum of 40% of the final award for any course will be externally moderated, and the external examiner will be required to moderate at least half of the scripts received. The pass mark for each course is 50%.

LEARNING PROGRAMME

The learning programme for the Advanced Diploma in Ministry at the College of the Transfiguration takes place over one year in residence at the College. The learning programme consists of core and elective components. In order to qualify for the Advanced Diploma in Ministry credits gained by the student must include a suite of all core and electives courses. From year to year the elective courses available may vary according to facilitator availability and timetable constraints.

COURSES

ANGLICAN STUDIES

COURSE DESCRIPTION

PURPOSE

This course seeks to equip students with an understanding of the Anglican Church, its traditions, spirituality, and legislation in order to enable them to be minister within Anglican contexts who know and understand the tradition of which their church is a part and so can use and adapt the resources of this tradition in order to pastorally and practically facilitate worship, deliver sermons, and manage parishes so as to enable the mission of God to be embodied in the life of the local church.

NQF LEVEL

7

CREDITS

12

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

- 1. Describe critically and analyse the historical development of Anglican Churches and the Anglican Communion.**
 - 1.1 Identify and critique the key factors leading to the formation of the Anglican Church.
 - 1.2 Illustrate how the Anglican Church came to be planted outside of the British Isles, with particular reference to origins and development of the Anglican Church in Southern Africa.
 - 1.3 Examine and critique the relationship between Scripture, Tradition and Reason in the development of Anglican Teaching.
 - 1.4 Investigate the structure of Anglican Churches and the Anglican Communion.

- 2. Explain and practise the pastoral, practical, and theological aspects of liturgy as an expression of Anglican Spirituality.**
 - 2.1 Survey a variety of Anglican Spiritualities.

- 2.2 Define the forms of Anglican worship in relation to the development of Christian worship.
 - 2.3 Identify and describe the underlying principles of Anglican worship.
 - 2.4 Apply appropriate pastoral and practical skills in order to facilitate Anglican worship.
- 3. Explore and critique the Mission of God embodied in the life of the Anglican Communion.**
- 3.1 Describe the role of Anglicanism in developing ministry and fresh expressions of Church.
 - 3.2 Investigate the work of Anglican Networks and Working Groups as expressing God's Mission.
 - 3.3 Outline current developments in ecumenical and interfaith dialogue.
 - 3.4 Evaluate the Anglican Communion's commitment to the Mission of God.
- 4. Summarise and demonstrate the skills and qualities required to manage a parish.**
- 4.1 Demonstrate a sound knowledge & understanding of Canon Law, Acts of Synod and National Legislation as they relate to Parish Ministry
 - 4.2 Define the skills and qualities required by those occupying specific roles and offices within a parish.
 - 4.3 Model key skills and qualities required to manage a parish.

CRITICAL CROSS – FIELD OUTCOMES

- Identify and solve problems, make responsible decisions, demonstrating critical and creative thinking
- Work effectively with others as a member of a team, group, organization, community
- Organize and manage oneself and one's activities responsibly and effectively
- Collect, analyze, organize and critically evaluate information
- Communicate effectively, using visual, mathematical and/or language skills in the modes of oral and/or written presentation
- Demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation

ASSESSMENT PROCESS

The course will employ a variety of assessment tasks and a mix of formative and summative assignments. Such task will comprise of those undertaken by individuals and by groups.

CONTENT

The course seeks to develop a passion for Anglicanism by presenting the vast sweep of Anglican thought in a creative way.

1. Knowledge of Anglican history
 - Development of the Anglican Churches and the growth of the Communion
 - Anglican history in Southern Africa
2. Anglican Polity – how are Anglican Churches structured and the Communion
3. Authority in Anglican Churches
 - Scripture, Tradition and Reason
 - Anglican Ways of Reading Scripture & Tradition
 - Anglican Teaching (Doctrine) – How do we arrive at it?
 - Instruments of Communion: Lambeth, ACC, Primates Council, role of the Archbishop of Canterbury
4. Anglican Spirituality and Liturgical Tradition
 - Development of liturgy - liturgy in the New Testament
 - Function and purpose of liturgy in Anglican worship
 - Prayer book worship in liturgy
 - Aspects of Anglican worship
 - Development of Anglican liturgical worship
 - Fundamental elements of Anglican worship
 - Common Prayer and Collects
 - Music
 - Liturgical space
 - Scripture in Anglican worship (lectionaries, preaching, reading, etc.)
 - Symbols in Anglican liturgical worship
 - Eucharistic liturgy
 - Creating liturgy
 - Pastoral liturgy (baptism, funerals, marriage, visiting the sick)
 - Daily Prayer (offices)
 - Enculturation in the liturgy
 - The Christian year (calendar, feasts and fasts)
 - Spirituality of the Book of Common Prayer

COURSE DESCRIPTION

PURPOSE

This course aims to give students the foundational knowledge they need to care for others in a pastoral capacity while also empowering them to create theologically sound, hands-on models for doing so. For students to develop in integrating the theological and behavioural parts of pastoral care, emphasis will be placed on the study of active listening skills, practical classroom involvement and interaction, and pastoral care experiences.

NQF LEVEL

7

CREDITS

12

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

Students who have successfully completed this course will be able to:

1. Explore and critique the Mission of God embodied in the life of the Anglican Communion.
 - 1.1. Describe the role of Anglicanism in developing ministry and fresh expressions of Church.
 - 1.2. Investigate the work of Anglican Networks and Working Groups as expressing God's Mission.
 - 1.3. Outline current developments in ecumenical and interfaith dialogue.
 - 1.4. Evaluate the Anglican Communion's commitment to the Mission of God.

2. Summarise and demonstrate the skills and qualities required to manage a parish.
 - 2.1. Demonstrate a sound knowledge & understanding of Canon Law, Acts of Synod and National Legislation as they relate to Parish Ministry.
 - 2.2. Define the skills and qualities required by those occupying specific roles and offices within a parish.
 - 2.3. Model key skills and qualities required to manage a parish.

CRITICAL CROSS – FIELD OUTCOMES

- Identify and solve problems, make responsible decisions, demonstrating critical and creative thinking
- Work effectively with others as a member of a team, group, organization, community
- Organize and manage oneself and one's activities responsibly and effectively
- Collect, analyze, organize and critically evaluate information
- Communicate effectively, using visual, mathematical and/or language skills in the modes of oral and/or written presentation
- Demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation

ASSESSMENT PROCESS

The course will employ a variety of assessment tasks and a mix of formative and summative assignments. Such task will comprise of those undertaken by individuals and by groups.

CONTENT

1. Anglican mission
 - 1.1. Developing ministry and fresh expressions of Church
 - 1.2. Communion Networking
2. Legal matters
 - 2.1. Aspects of Canon Law and Pastoral Standards
 - 2.2. Marriage - related legal matters
3. Managing a Parish
 - 3.1. Chairing meetings - minutes, order, etc.
 - 3.2. Financial matters
 - 3.3. Interpersonal skills - dealing with others, conflict resolution

COURSE DESCRIPTION

PURPOSE

The purpose of this course is to provide students with psychological and spiritual models of personality and identity and a variety of psycho/spiritual interventions which may enable them to achieve competence in bringing healing and health to individuals and communities in all life stages and in commonly encountered life circumstances.

NQF LEVEL

7

CREDITS

12

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

- 1. Critically explain and describe psychological and anthropological models of health and healing.**
 - 1.1 Explain basic psychological disorders and spiritual distress regularly encountered (in communities and individuals) by religious practitioners.
 - 1.2 Identify and discuss a range of consequences of such disorders and spiritual distress.
 - 1.3 Evaluate the relationships between the spiritual and psychological factors in specific cases of such disorders and spiritual distress.

- 2. Critically analyse and evaluate theological and secular interpretations of self and identity in the context of the health and healing of individuals and communities.**
 - 2.1 Define and explain the main theological and secular interpretations of self and identity.
 - 2.2 Identify and distinguish relevant social discourses and their affects on individual and community well-being.
 - 2.3 Examine and critique the theological and secular interpretations of self and identity in relationship to social discourses and the Kingdom Values of Jesus.

- 3. Demonstrate a reflexive ability to practise pastoral care in response to the typical crises encountered normally by religious practitioners**

- 3.1 Identify and evaluate means of initiating healing processes in communal and individual contexts in the light of Christian values of personhood and community.
- 3.2 Facilitate practical healing processes appropriate to specific life events and communal contexts.
- 3.3 Critically reflect on your role in and the outcomes of healing encounters in relation to specific life events and communal contexts.

CRITICAL CROSS – FIELD OUTCOMES

- Identify and solve problems, make responsible decisions, demonstrating critical and creative thinking
- Work effectively with others as a member of a team, group, organization, community
- Organize and manage oneself and one's activities responsibly and effectively
- Collect, analyze, organize and critically evaluate information
- Communicate effectively, using visual, mathematical and/or language skills in the modes of oral and/or written presentation
- Demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation

ASSESSMENT PROCESS

Assessment in this course will include the following:

- Written assignments
- Short response papers
- Review and evaluation of the student's own life according to the categories of mental and spiritual health taught in class
- Practise of counselling/spiritual direction/ministry in groups and pairs in class sessions
- Consultation with members of the local community and their leaders, to determine the needs which they face in promoting growth and well-being.

CONTENT

The essential knowledge required by students is set out in summary by the specific outcomes. The students will be introduced to and asked to reflect upon:

- The psychological/anthropological model of health and healing:
 - psychopathology and mental disorders:

- Organic mental syndromes and disorders (Includes dementia, delirium, substance dependence and abuse)
- Schizophrenia and symptoms of psychosis
- Mood disorders – manic, hypomanic and depressive disorders
- Anxiety disorders
- Somatoform and adjustment disorders
- Personality disorders
- Theological and pastoral models of humanness, spirituality, community and ministry
 - Existentialism
 - Self-Actualisation/Individuation
 - Contemplation
 - Narrative and Story-making
 - Crabb's Trinitarian/Relational Model
- Ministry in Specific Human Crises
 - Marriage and family
 - The terminally ill and the bereaved
 - Suicide
 - Trauma and unaddressed emotional wounds
 - HIV-AIDS
 - The Strong and the Weak: Deconstructing power in church and society

COURSE DESCRIPTION

PURPOSE

To provide students with re- tooling for the effective and creative communication of theological insight, and interpretation of faith practice within contextual integrated themes. This interpretation of the faith learning and practice are the essential elements of Anglican Preaching which seeks to empower discipleship “for the people to hear God’s word in their common life, to encounter Christ - the Living Word - and walk with Christ through the year.”

NQF LEVEL

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CREDITS

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SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

- 1. Critique and reflect upon preaching and sermons from an Anglican perspective**
 - 1.1 Describe and explain a theology and practice of preaching which is informed both by traditions of Anglican Spirituality and by hermeneutical principles underlying the use of Scripture in the Anglican Communion.
 - 1.2 Identify, analyze and critique sermons delivered by creative preachers on a variety of occasions and in various contexts.
- 2. Produce, deliver and evaluate sermons for use in a variety of contexts, especially liturgical contexts reflecting Anglican Spirituality.**
 - 2.1 Prepare different and appropriate types of sermons and delivery modes for use in a variety of contexts, especially liturgical contexts reflecting Anglican Spirituality.
 - 2.2 Demonstrate key skills in delivering creative and transformational sermons.
 - 2.3 Demonstrate clear comprehension of the lectionary three year cycle reading themes.

CRITICAL CROSS – FIELD OUTCOMES

- Be aware and identify communication risks and opportunities, deliver responsible pronouncements, demonstrating critical and creative impact.

- Create an atmosphere of and for listening and understanding of complex theological discourses
- Organize and manage oneself and one’s pronouncements responsibly and effectively
- Collect, analyze, organize and critically evaluate information within the context of themes and seasons
- Communicate effectively, using visual, language skills in the modes of oral and/or written presentation
- Demonstrate an understanding of the world as a set of related systems by recognizing that contexts, themes and seasons do not exist in isolation

ASSESSMENT PROCESS

The assessment process will comprise formative and summative assessments designed to provide students with authentic opportunities to develop and apply the skills, knowledge and values required to successfully complete this course. For example:

- Review and analysis of “Creative and Transformational” Sermons
- Presentations using visual and language skills

CONTENT

The essential knowledge required by students is set out in summary by the specific outcomes. The subject matter of the course will cover:

- Theology of Preaching
- Thematic and Seasons discourses
- Effective and Sustainable Communication
- Presentation skills within the Liturgical Seasons and Practice Cycles.
- Creativity and Transformational Preaching in Context.

COURSE DESCRIPTION

PURPOSE STATEMENT

This course seeks to provide students with an understanding of the Anglican Church: its own theological stance, its position with regard to ecumenical relationships, and its understanding of ecclesiology and the orders of ministry. Through an appreciation of both the wealth and diversity of Anglicanism, as well as the importance of its local forms, students will be equipped to employ their knowledge in the ordering of liturgical worship, in their pastoral practices, and in the devotional and spiritual well-being of parish life. As an advanced course, students will be encouraged to explore future visions of the church, founded upon the living tradition of Anglican learning and teaching.

NQF LEVEL

7

CREDITS

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SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

- 1. Explain and critically evaluate the development of conceptions and practices of baptism, the Eucharist, and sacred ministry.**
 - 1.1 Demonstrate a coherent and critical understanding of these rites and their meaning in the contexts of: the New Testament, the early Christian tradition, the English Reformation and in the contemporary Anglican context.
 - 1.2 Assess and evaluate the points of agreement and dispute within the Anglican Communion.

- 2. Analyse and critically evaluate the role of the Arts in theological thought and liturgical practice.**
 - 2.1 Assess the relationship between theology and the influence and use of art, literature, and music in Christian thought and practice.

2.2 Critically scrutinize and discuss the theological principles and doctrines that may be found to inform various works of art, literature, and music.

2.3 Evaluate both the influence of changing theological trends upon the Arts, and also the changing artistic, literary, and musical trends upon theology.

3. Examine and evaluate the practices of the formation of Christian Character within the Western tradition, and its influence upon Anglicanism

3.1 Demonstrate various ascetical practices of character formation.

3.2 Assess the forms of prayer, meditational, and contemplative ascetics which construct spiritual character.

4. Examine the ordination rites of deacon and priest used in the Anglican Church of Southern Africa

4.1 Scrutinize and explain the current understanding of the orders of deacon and priest within the Anglican Church of Southern Africa.

4.2 Critically assess the orders of deacon and priest in terms of the development of the conception of sacred ministry in the New Testament and in the Christian tradition.

4.3 Examine the impact of Christian ecumenism in a variety of Christian traditions with reference to Anglican conceptions of the sacred orders of deacon and priest.

CRITICAL CROSS – FIELD OUTCOMES

- Identify and solve problems, make responsible decisions, demonstrating critical and creative thinking
- Work effectively with others as a member of a team, group, organization, community
- Organize and manage oneself and one's activities responsibly and effectively
- Collect, analyze, organize and critically evaluate information
- Communicate effectively, using visual, mathematical and/or language skills in the modes of oral and/or written presentation
- Demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation

ASSESSMENT

Assessment methods to be employed in this course may include:

1. Essays
2. Presentation of topic and argument for the externally assessed essay
3. Seminar presentations
4. Major project

CONTENT

1. Early Christianity and the Development of Liturgical Forms and Practices
 - New Testament
 - Documents of the Early Church
 - Conceptions and debates concerning the sacred orders of deacons and priests in the Middle Ages
 - The Reformation revisions of the liturgy
 - The changing conceptions of sacred ministry within contemporary Anglicanism
 - Ecumenical relations
 - Anglican disputes
2. Theology and the Arts
 - The role and influence of theology in and upon the Arts
 - The role and influence of the Arts in and upon theology
 - The development of theology and its relationship with the Arts
 - The influence of contemporary trends in theology upon the Arts
 - Classic and contemporary works of art, literature, and music, including those of African origin
3. Ascetical Theology
 - The formation and constitution of Christian character
 - Anglican teaching about, and the practice of, the virtues of Christian character
 - Forms and practices of spiritual formation
4. Ordinal
 - The development of the understanding of sacred ministry
 - The expectations and requirements placed upon those entering the ordained ministry

COURSE DESCRIPTION

PURPOSE

This course seeks to provide students with knowledge, skills and values pertinent in contemporary contexts with socio-economic needs.

NQF LEVEL

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CREDITS

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SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

On successful completion of this course students will be able to:

- 1. Demonstrate knowledge and understanding of developmental theory and praxis in a variety of contexts**
 - 1.1 Describe developmental theory
 - 1.2 Compare and contrast how different theories are used to address similar situations or issues in a variety of contexts
 - 1.3 Evaluate developmental theory in praxis from the perspective of Christian values

- 2. Examine the structures and relationships which exist between and within a variety of communities**
 - 2.1 Identify and describe structures of authority, power and responsibility as they exist within communities and/or organizations
 - 2.2 Evaluate the relationship between leadership styles and community/organization structures
 - 2.3 Distinguish between leadership and management as encountered in a variety of organizational settings
 - 2.4 Explain how relationships between communities/organizations can be created and sustained in order to meet the needs of persons in communities

- 3. Reflect upon the relationship between the concepts theology and development**

- 3.1 Explain an understanding of development as theology from the perspective of scripture and experience
- 3.2 Illustrate how theological tenets can be used to promote development in a variety of contexts
- 3.3 Articulate a contextual theology of development which endeavours to promote Christian values

4. Implement a theology of development in order to promote personal, communal and spiritual development

- 4.1 Investigate the needs of persons in community
- 4.2 Evaluate the influence of a theology of development on contemporary practice
- 4.3 Develop integrated strategies to enable persons and communities to respond to the identified needs of their contexts

CRITICAL CROSS – FIELD OUTCOMES

- Identify and solve problems, make responsible decisions, demonstrating critical and creative thinking
- Work effectively with others as a member of a team, group, organization, community
- Organize and manage oneself and one's activities responsibly and effectively
- Collect, analyze, organize and critically evaluate information
- Communicate effectively, using visual, mathematical and/or language skills in the modes of oral and/or written presentation
- Demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation

ASSESSMENT PROCESS

The assessment process will comprise of both formative and summative assessments designed to provide students with authentic opportunities to develop and apply the skills, knowledge and values required to successfully complete this course.

CONTENT

The content of this course should include:

- Theories of development
- Understanding of theology as development
- Church Mission as development
- Secularization, Religious pluralism and their impact on development

- Knowledge of advanced social analysis
- Transformational leadership theories
- Teaching methods and facilitation skills
- Local community development approaches and methods
- Assessing and evaluating teaching and learning programmes
- Skills to work with different groups of people in the identified community
- Theology of development from the perspective of scripture and experience
- Utilization of contextual styles of learning
- Knowledge of the theories of development
- Public policy and Church
- Anglican church practice and local community development

COURSE DESCRIPTION

PURPOSE

The purpose of the course is to explore the factors which have influenced the evolution of Christian theology and the process of doing theology in context and evaluate these theologies for contemporary contexts. The course aims to have students reflect on the development of Christian liturgy so as to apply it to contemporary contexts.

NQF LEVEL

7

CREDITS

24

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

Students who have completed this course should be able to:

1. Describe and critically analyse the history of Christian liturgy.

- 1.1. Survey the development of Eucharist, Baptism and the daily offices in Christian history.
- 1.2. Explore understandings of Eucharistic theology in relation to the Reformation.
- 1.3. Describe and analyse early Anglican Prayer Books.
- 1.4. Describe and analyse Southern Africa's own liturgical heritage, with reference to the worldwide Liturgical Movement.

2. Evaluate and critique a variety of methodologies adopted in liturgical studies.

- 2.1. Describe and analyse the liturgical theologies of a range of significant writers.
- 2.2. Explore and analyse the contribution of anthropology and ritual studies to the study of liturgy.
- 2.3. Critically assess the relationship between theology and anthropology in liturgical studies.
- 2.4. Understand and critique the theology and practice of liturgical inculturation.

CRITICAL CROSS – FIELD OUTCOMES

- Identify and solve problems, make responsible decisions, demonstrating critical and creative thinking
- Organize and manage oneself and one's activities responsibly and effectively
- Collect, analyze, organize and critically evaluate information
- Communicate effectively, using visual, mathematical and/or language skills in the modes of oral and/or written presentation
- Demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation

ASSESSMENT PROCESS

It is suggested that assessment in this course include the following methods:

- Written assignments
- Class presentations
- Continuous assessment

CONTENT

The essential knowledge required by students is set out in summary by the specific outcomes. The students will be introduced to and asked to reflect upon the following questions:

- Key terms and concepts in the study of liturgy
- The development of Baptism, the Eucharist, and Daily Prayer, focusing on the early church (first to fourth centuries), and the Reformation period, with particular reference to Cranmer's Prayer Books
- Principles of the liturgical reform and renewal of the twentieth century
- Liturgical inculturation
- Towards a new Prayer Book for ACSA

COURSE DESCRIPTION

PURPOSE STATEMENT

This course offers a few class interactions as preparation for students' interaction in the parish. The majority of the time is spent in the parish – offering students the opportunity to observe and study practices while reflecting on knowledge gained through earlier study. This course enables students to develop their skills through observation and practice of knowledge gained during their current and previous years of study.

NQF LEVEL

7

CREDITS

12

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

All students who successfully complete this course will be able to:

1. Demonstrate awareness of knowledge gained through previous studies

- 1.1. Prepare and preach sermons
- 1.2. Demonstrate the ability to care pastorally
- 1.3. Lead worship in a manner which exhibits knowledge and understanding of Anglican liturgy.

2. Recognize and analyse key responsibilities of leadership

- 2.1. Analyse the responsibilities of the leadership
- 2.2. Identify and describe relevant features of administration
- 2.3. Observe and practice skills needed (e.g. chairing a meeting, planning and organising)

3. Reflect critically on specific ministries e.g. youth, elderly, teaching, administration

- 3.1. Demonstrate the ability to apply social analysis to a specific ministry
- 3.2. Demonstrate the ability to prepare for and do ministry in a specific area.
- 3.3. Show understanding by assimilating the learning that has taken place through the supervision experience.

ASSESSMENT PROCESS

It is suggested that assessment in this course include the following methods:

- Written sermon preparation
- Continuous assessment
- Journaling leading to essay assessment