HARVEST UNIVERSITY
Zambia

Curriculum and Syllabus
For
Master of Theology
for
HARVEST UNIVERSITY

Main Campus:

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B. ADMINISTRATIVE DATA

Name of the Higher Education Institution	:	HARVEST UNIVERSITY
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Designation of Contact Person	:	Registrar

ABBREVIATION & ACRONYMS

CA	:	Coursework Assessment
CAT	:	Continuous Assessment Test
CGPA	:	Cumulative Grade Point Average
COE	:	Controller of Examinations
DVC	:	Deputy Vice-Chancellor
GPA	:	Grade Point Average
HOD	:	Head of Department
IPT	:	Industrial Practical Training
TP	:	Teaching Practice
ZQF	:	Zambia Qualification Framework

Assessment	:	The sum of methods and processes used to evaluate the attainments of (Knowledge, Know-how, Skills and Competencies) of an individual leading to a Certification.
Certificate	:	A document stating that a learner has earned a qualification from an accredited institution or an awarding body.
Competence	:	Proven ability to use knowledge, skills, personal, social and methodological abilities in work or study situations and in professional and/or personal development. Competence include: i. Foundational competence involving the use of theory and concepts, as well as informal tacit knowledge gained through experience; ii. Practical competence representing those things that a person should be able to do when they are functioning in a given area of work, learning or social activity; iii. Reflexive competence involving the possession of certain personal and professional values.
Continuing Professional Development	:	The means, by which persons at work maintain, improve and broaden their knowledge and skills and develop personal qualities required in their professional lives.
Curriculum	:	A comprehensive description of a study programme, which includes learning objectives or intended learning outcomes, contents and assessment procedures, as well as arrangements for training teachers and trainers.
Degree	:	A qualification from an accredited institution, at level 7, 9, and 10 of the Zambia Qualifications Framework.
Descriptors	:	A set of criteria defining the knowledge, skills and competencies required.
Level Descriptors	:	Specifications of generic standards or intended learning outcomes with regard to a certain level of the Zambia Qualifications Framework.
Diploma	:	A qualification from an accredited institution, at level 6 of the Zambia Qualifications Framework.
Discipline	:	A particular area or subject of study provided by a training provider.
Entrepreneurship	:	The ability of setting up business and business deals.
Formal Learning	:	Learning that occurs in an organized or structured environment and is explicitly designated as learning in terms of objective, time and

resources and leading to certification.

Informal Learning	:	Learning resulting from daily activities related to work. It is not organized or structured in terms of objectives, time or learning support.
Innovation	:	The implementation of creative ideas or new products.
Know-how	:	Capability for problem solving based on experience.
Knowledge	:	The outcome of assimilation of information through learning. It is the body of facts, principles, theories and practices that is related to a field of study or work.
Learning	:	A cumulative process where individuals gradually assimilate increasingly complex and abstract entities and/or acquire skills and wider competencies. This take place in both formal and informal learning settings.
Learning Outcome	:	The set of knowledge, skills and competencies that an individual has acquired and is able to demonstrate after completion of a learning process.
Level	:	A threshold standard of achievement in a Qualifications Framework.
Lifelong learning	:	All learning activity undertaken throughout life, with the objective of improving knowledge, skills and/or qualifications for personal, social and/or professional reasons.
National Qualifications Framework	:	A national system for the classification of qualifications according to set of criteria and levels of learning achieved.
Qualification	:	An award granted for successful completion of a programme of study and is the formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved pre-determined learning outcomes to pre-determined standards.
Qualifications Framework	:	Definition of levels of qualifications based on common descriptors (knowledge, skills and competencies) and the correspondent levels of learning outcomes achieved.
Quality	:	Inherent or distinctive characteristics or properties of a process denoting of achievement or excellence.
Quality Assurance	:	the process by which an institution maintains the quality of its provision through planned and systematic methods and actions.
Recognition	:	The process of granting official status to skills and competencies either through the award of certificates or through the grant of equivalencies, including the acknowledgement of the value of skills and competencies by economic or social stakeholders.
Skill	:	The knowledge and experience needed to perform a specific task or job.
Stakeholder	:	A person or organization that has legitimate interest in a concept, programme, project or entity.
Training	:	Systematic instruction and programmes of activities and learning for the purpose of acquiring skills for particular occupations.

C.   CRITERIA FOR ACCREDITATION OF HIGHER EDUCATION LEARNING PROGRAMMES

C2. Details of Higher Education Learning Programmes

Programme Reference Number	310 / May, 2021
Name of the Learning Programme	Master of Theology Degree (M.Th)

C2.1   Programme Aims & Objectives

C2.1.1 Introduction

Harvest University is a Zambian owned private Christian institution of higher learning established in July, 2014 by Rev. Dr. Kenneth J. Banda, initially as a School of Theology & Missions, under the name Harvest Institute of Missions University (HIMU). The primary focus then was on training Pastors and conducting Research and Consultancy in Cross-Cultural Missions and African Traditional Religions. Later, it was registered with the Higher Education Authority (HEA) as private university in accordance with the Higher Education Act No.4 of 2013. The University has since evolved and expanded its scope of programmes aiming at achieving recognition not only as a leading higher education institution, but also as a university of excellence and research prepared to adequately serve the society and the region through the provision of quality and relevant demand driven programmes. Harvest University is currently offering various programmes under the School of Business Studies, School of Theological Studies & Missions, School of Health Sciences and School of Education.

VISION: A University that thrives on Christian Values and fosters life-long academic excellence.

MISSION: Harvest University is committed to creating and disseminating knowledge leading to academic and research excellence.

PHILOSPHY AND CORE VALUES

- **Quality and Excellence:** We are committed to providing quality and excellence in all our endeavors.
- **Integrity, Trust, and Respect:** We are committed to ensuring trust and

respect for all persons in an environment that cultivates individual and institutional integrity in all that we do.

- **Research, Innovation, and Creativity:** We are committed to the pursuit of inquiry and discovery and to the creation and dissemination of knowledge.
- **Freedom of Expression:** We are committed to the free exchange of ideas in a constructive and civil environment, including the canons of academic freedom in research, teaching, and outreach.
- **Stewardship and Accountability:** We are committed to serving as ethical and responsible stewards of University resources.

C2.1.2 Rationale

Christianity is one of the most vibrant and dynamic World Religions in Africa. Its impact is felt practically everywhere on the African continent. Zambia is officially recognized as "Christian nation" by its 1996 constitution. Christianity is the state religion and the vast majority of Zambians are Christians of various denominations, yet many other religious traditions are present. Church-related institutions are seen and even supported financially as partners in promoting the common good in Zambia. Zambia is predominantly a Christian country, although few have totally abandoned all aspects of traditional belief systems. To strengthen, traditional belief system and upholding Christian values through theological education is much needed effort at higher level of studies as a Christian country. Hence it is important to build human resource in theological education at different level from grass root to higher education.

In pursuit of Cap 1 of the Constitution of Zambia which recognizes Zambia as a Christian nation, Harvest University is engaged in introducing theological programmes which are designed to build citizens in that recognition. Therefore such theological programmes, such as the Master of Theology degree, are tailored to meet the country's social, economic, and ethical values which uphold the Christian principles in the nation.

The M.Th programme is therefore introduced to mitigate spiritual, economic and social challenges facing our nation today. In this regard, Harvest University is presenting to our local context a second degree, from the first B.Th that is theologically, philosophically and ecclesiastically designed to meet some of the social, economic and ethical challenges in the nation, to further equip students in advanced theological programme at the Master's level.

Recent advancement is that Harvest University has been approached by relevant institutions to offer chaplaincy training to men and women ~~in~~ serving the nation in fields desiring such services. The M.Th programme is therefore an answer to meet that need of chaplaincy services.

The M.Th studies degree explores God's story in the Bible through systematic, historical, ethical and apologetic perspectives. As a result of their studies at Harvest University, the M.Th graduate will be equipped with the biblical and theological training to minister effectively in the church, para church organizations, workplace or an academic setting. An added component of chaplaincy will equip the M.Th graduate to minister effectively and proficiently in the uniformed services, such as in the army, the police service and the correctional facilities (prisons) in Zambia and in other countries.

Harvest University School of Theology and Missions introduces two years Master of Theology studies for both full time and part time students. This programme provides theological exploration of God, humanity, and human relationships to God and the world. This graduate degree is a built up from the first degree of Bachelor of Theology which prepares individuals in deepening their Christian ministry in pastors, evangelists, academicians and researchers with knowledge and skills that strengthen their biblical understanding from a theological perspective. This graduate degree may also appeal to students desiring work in Chaplaincy ministry in the various institutions desiring such services in Zambia and elsewhere.

Its focus is to train them to be leaders with excellent character and skills so that their leadership would have a positive impact on families, churches and society at socio-pastoral level. Committed to moving towards praxis, Harvest University has a thrust towards equipping and facilitating its students to be change-agents for the creation of a new and just society, a society of human fellowship, through love of truth and awareness of contemporary human needs.

C2.1.3 Aims of the Programme

The aim of the Master's degree programme is to:

> ➢ To provide a high quality education which prepares students for further study and research in their field and for a wide range of career opportunities in industry, organizations and communities;

- ➢ To maintain an environment in a research-active department in which staff are committed to teaching as a coherent and challenging subject;

- ➢ To support teaching and learning with well-equipped laboratory, library and computing facilities;

- ➢ To monitor, review and enhance educational provision to ensure that it remains intellectually demanding and relevant to current needs of the graduates;

- ➢ To provide the support and guidance that students need, and to encourage them to take on responsibility for their educational development

- ➢ To foster a friendly and stimulating learning environment in which students are motivated to reach high standards, to acquire real insight into the course and to become self-confident, committed and adaptable graduates;

- ➢ To develop good citizens committed to ethics and values;

- ➢ To continue to attract well-qualified students.

The curriculum aims at developing professionally trained ministers of the Word of God who will be theologically, philosophically and ecclesiastically equipped to minister to the total man, spirit, soul and body.

C2.1.4   Objectives of the Programme

Upon completion of the M.Th in Theological Studies, the student will be able to:

1. Learn to think theologically by differentiating among certain subjects inherent to the nature of theological study.
2. Distinguish between what God has revealed about Himself and His creation, primarily through disciplined theological engagement with scripture.
3. Deploy sound, disciplined, and appropriate methods to interpret scripture theologically.
4. Analyze and evaluate the traditions of the Christian Church via critical study of its history.
5. Evaluate and apply appropriate theological data toward their own personal spiritual formation.
6. Evaluate the nature and significance of the arts and culture from a specifically theological perspective.

7. Distinguish between the essentials and the non-essentials of the Christian faith, embracing the principle: "In Essentials Unity, In Non-Essentials Liberty, In All Things Charity."

C2.2   Curriculum

This curriculum consists of taught theoretical courses with research project. It is a two year programme. The programme consists of 10 taught courses, spread over first two semesters, with five courses per Semester, and remaining 3rd and 4th semester restricted with Thesis work.

C2.2.1 Programme Learning Outcomes

Academic Learning compacts identify the skills students would acquire if they followed the programmes prescribed course of study. These skills, known collectively as Students' Learning Outcomes, describe the core learning expectations that are required to function effectively as ministers of God's Word. The following are the Key Learning Outcomes (competencies).

At the end of the Programme the students will be able:

a. Demonstrate knowledge and understanding in the main field of study, including both broad knowledge of the field and a considerable degree of specialized knowledge in certain areas of the field as well as insight into current research and development work;

b. Demonstrate specialized methodological knowledge in the main field of study;

c. Demonstrate the ability to critically and systematically integrate knowledge and analyse, assess and deal with complex phenomena, issues and situations even with limited information;

d. Demonstrate the ability to identify and formulate subjects critically, autonomously and creatively as well as to plan and, using appropriate methods, undertake advanced tasks within predetermined time frames and so contribute to the formation of knowledge as well as the ability to evaluate this work;

e. Demonstrate the ability in speech and writing both nationally and internationally to clearly report and discuss his or her conclusions and the knowledge and arguments on which they are based in dialogue with different audiences;

f. Demonstrate the skills required for participation in research and development work or autonomous employment in some other qualified capacity;

g. Demonstrate the ability to make assessments in the main field of study informed by relevant disciplinary, social and ethical issues and also to demonstrate awareness of ethical aspects of research and development work;

h. Demonstrate insight into the possibilities and limitations of research, its role in society and the responsibility of the individual for how it is used;

i. Demonstrate the ability to identify the personal need for further knowledge and take responsibility for his or her ongoing learning.

C2.2.2 Level of Qualification and Articulation in the Zambia Qualifications Framework

ZQF Level: 9

At this level, it is expected that the graduate shall;

a. Show in-depth knowledge and understanding in the area of theology, with a specialization in either Systematic Theology or Biblical Studies, including both broad expertise and more   particular knowledge in certain parts of the field.

b. Show a significantly advanced understanding of theology's historical and contemporary contexts and norms, its different theories and methods, as well as current research questions.

c. Be able to systematically search, collect, handle, and evaluate information as well as to critically interpret and analyse it in accordance with subject-specific requirements.

d. Show skill in integrating previous knowledge with new fields, as well as assess complex phenomena and social issues.

e. Be able to identify and formulate research questions in an independent and creative way, as well as to plan adequate procedures to carry out qualified assignments in relation to these questions within given time frames.

f. Master different communicative skills and demonstrate the ability to contribute to research and development in national and international contexts orally and in writing.

g. Be able to engage in dialogue with the surrounding society about theologically relevant problems in relation to church, academy, and society

h. Demonstrate an advanced ability to make assessments of Systematic-Theological and Biblical Studies perspectives, in view of relevant scientific, social, and ethical aspects, as well as show awareness of ethical aspects in working with research and development.

i. Show an understanding of the role of knowledge in society, of the responsibility for how it is used, as well as the role of theology in a social, historical, local and global context, including gender and equality perspective, as well as sustainability issues.

j. Demonstrate an advanced ability to critically analyse his or her own approach, as well as reflect on his or her own academic formation process.

k. Demonstrate a good ability to critically discuss and evaluate scientific works of different kinds.

C2.2.3 Teaching and Learning Plan

C2.2.3.1 Introduction

HU strives to address the education and training needs of the student's community. The university provides sustainable solutions and training of the highest quality and contributing to the social and economic development of the country. The university attracts students from across Zambia and internationally. The vision and the mission of the university will be achieved by ensuring that educational training, teaching, research and community service activities by working collaboratively with the industry and communities. It is also important that the university ensures that all of its students receive high quality education and training that is relevant to their personal and work requirements, and also provides a satisfying and stimulating learning experience that will encourage life-long learning.

The teaching and learning plan serves as an instrument through which the University and school / departments develop and track the activities and responsibilities required to improve the curriculum delivery with the aim to systematize the planning and implementation process for the core business of the university, which is to plan, deliver and monitor quality teaching and learning and there by ensure students success.

The teaching and learning plan framework has been designed to integrate elements contributing to the development of distinctive capabilities of our graduates and to provide them with the opportunity to develop knowledge and skills so that they are work-ready, world- ready and future-ready. The University will adopt schools and department wide 21st century teaching and learning models, with increased emphasis on a blended learning model and some fully online delivery. The blended teaching and learning model is provided with the

principle of constructive alignment, student engagement and learner-centered approaches and customized design, which will equip students with the digital literacies they need for the changing future.

The University will work with technology providers and teaching partners to investigate possible educational uses of emerging new technologies. Physical learning spaces will be designed to support the full range of learning activities, including collaboration, interactivity, individual study and informal learning.

C2.2.3.2 Teaching & Learning Goals

The University incorporates eight (8) levels of teaching and learning priorities that cover the key aspects of teaching and learning. These are:-

- A. Quality Teaching and Learning;
- B. Hallmark Academic Programs;
- C. Innovative & Research Oriented Teaching;
- D. Industries & Stakeholders Collaboration;
- E. Community & Social Inclusion;
- F. Enhance the Quality of all aspects of Students Learning Environment;
- G. Enhance the Professionalism and Quality of Faculty Development,
- H. Placement & Success

C2.2.3.3 Teaching & Learning Strategic Goals & Objectives

A. Quality Teaching and Learning

Objectives:
- A.1 Establish learning as the predominant component of the university;
- A.2 Develop innovative, adaptive and creative approaches to educational delivery that are based on sound pedagogy and enhance effective student learning;
- A.3 Promote excellence in teaching;
- A.4 Provide effective lesson planning, delivery techniques and classroom management;
- A.5 Create and sustain high quality approaches for effective teaching and learning in both physical and virtual learning environments.

B. Hallmark Academic Programs

Objectives:

B.1 Develop innovative curriculum for hallmark program of high demand.

C. Innovative & Research Oriented Teaching

Objectives:

C.1 Promote innovation and research in teaching.

D. Industries & Stakeholders Collaboration

Objectives:

D.1 Design and implement high quality courses and training programs in collaboration with industry, professional organisations and communities.

E. Community & Social Inclusion

Objectives:

E.1 Facilitate and support interaction, collaboration and engagement between and among students, staff, communities and professional organizations.

F. Enhance the Quality of all aspects of Students Learning Environment

Objectives:

F.1 Recognise the diversity of student learning needs and, in doing so, ensure our graduates are provided with generic and discipline specific attributes and knowledge.

F.2 Create a student community with high level of awareness of health and safety issues.

G. Enhance the Professionalism and Quality of Faculty Development

Objectives:

G.1 Implement a peer evaluation of teaching and training process.

G.2 Set appropriate training and teaching performance targets in performance planning, monitoring and reviewing.

H. Placement & Success

Objectives:

H.1 Establish a Placement Centre and expand job placements.

C2.2.3.4 Teaching & Learning Strategic Implementation Plan

Objectives		**Strategy**

A. Quality Teaching and Learning

A.1 Establish learning as the predominant component of the university.

A.1.1 Have university policies, practices, and guidelines that reflect and affirm the centrality and value of learning in the university.

A.1.2 Develop skills for critical thought, sound judgment, effective communication, moral reasoning, and problem solving.

A.1.3 Provide an array of learning opportunities that nurture creativity, critical thinking, analytical reasoning, collaboration, intellectual rigor and risk taking.

A.1.4 Provide opportunities to learn a range of academic skills appropriate to the different disciplines.

A.1.5 Receive timely and relevant feedback that provides information, which enhances their learning.

A.1.6 Provide opportunities for experiential learning, both inside and outside the classroom, such as co-operative learning, internships, practical, co-curricular, teaching practice/industrial training, research projects, etc.

A.1.7 Provide students access and use resources that enrich their learning.

A.1.8 Prepare to contribute to the world in meaningful and productive ways.

A.1.9 Provide opportunities for experience-based learning in the workplace or through the involvement of industry partners in course content and delivery.

A.2 Develop innovative, adaptive and creative approaches to educational delivery that are

A.2.1 Investigate and develop new markets and new environments through flexible, online and blended learning.

A.2.2 Create and design subjects and courses for students to rely on mobile learning to access learning materials.

based on sound pedagogy and enhance effective student learning	A.2.3	Develop effective and equitable teaching delivery to local and special students.
	A.2.4	Develop online and physical learning environments to suit student learning-focused pedagogical models.
A.3 Promote excellence in teaching	A.3.1	Develop and implement quality-teaching measures and use quality assurance process.
	A.3.2	Identify and support student with unique needs.
	A.3.3	Provide student support service like ICT, Library, etc.
	A.3.4	Recognize and address the learning challenges that students may experience in their transition to university.
	A.3.5	Provide increased collaborative partnerships with professions, Industries, communities and universities.
	A.3.6	Enhance the University's international partnerships, promote the value of the Study Abroad experience to students, facilitate their participation through scholarships and other supports and provide support on their return to ensure learning from the experience is maximized.
A.4 Provide effective lesson planning, delivery techniques and classroom management.	A.4.1	Establish a positive classroom environment.
	A.4.2	Begin lessons by giving clear instructions.
	A.4.3	Maintain student attention.
	A.4.4	Use appropriate pacing.
	A.4.5	Evaluate what has taken place in your lesson.
	A.4.6	Make a smooth transition into next subject.
	A.4.7	Develop positive teacher/student relationships.
A.5 Create and sustain high quality approaches for effective teaching and learning in both physical and virtual learning environments.	A.5.1	Provide spaces, resources and technologies that support diverse approaches to teaching and learning.
	A.5.2	Provide digital materials and books for the students.
	A.5.3	Enable the contribution to, and adoption of, future trends to innovate in teaching and learning in ways that meet the expectations of all students.
	A.5.4	Leverage the latest communication technologies to provide quality-learning opportunities for our students.
	A.5.5	Use ICT tools to enhance the learning of students both on

& off campus.

A.5.6 Participate in global movement towards open courseware.

B. Hallmark Academic Programs

B.1 Develop innovative curriculum for hallmark program of high demand.

B.1.1 Develop mechanisms for promoting student learning in global citizenship, innovation and entrepreneurship and sustainability thinking.

B.1.2 Foster inter-departmental and inter-program collaboration for developing and strengthening curricula.

B.1.3 Involve academicians, students, regulatory bodies and stakeholders in the curriculum development.

B.1.4 Design research project, teaching practice/industrial training to be embedded as essentials into the curriculum.

B.1.5 Provide better credit transfer arrangements for effective transfer between universities and for life long learning.

B.1.6 Build more entrepreneurship training in the curriculum.

B.1.7 Embed continuous program improvement based on student feedback, peer review, other stakeholders feedback and monitor market needs and respond regularly.

B.1.8 Review of program at regular intervals is conducted to ensure the ongoing quality and relevance of academic programming.

C. Innovative & Research Oriented Teaching;

C.1 Promote innovation and research in teaching.

C.1.1 Learn how new technologies and environments can enhance teaching and learning.

C.1.2 Provide high quality information resources and services to support scholarly research and skill development.

C.1.3 Promote research-informed teaching and students involvement in research.

C.1.4 Provide opportunities for students to do cross-disciplinary

research projects.

C.1.5 Develop new postgraduate courses tailored to specific market segments, particularly in professional areas where the qualification will assist promotional prospects.

C.1.6 Conduct seminars, conferences and other forums relevant to raise the academic confidence and additional qualifications of students.

D. Industries & Stakeholders Collaboration

D.1 Design and implement high quality courses and training programs in collaboration with industry, professional organisations and communities.

D.1.1 Identify industry practitioner for a series of successful and articulate business persons and arranging for them to give lectures in one of the key entrepreneurship subjects.

D.1.2 Provide the framework to expand the number of work-based opportunities for students. Ensure these opportunities are embedded in course structures where appropriate.

D.1.3 Review and revise the institutional Work Integrated Learning methods.

E. Community & Social Inclusion

E.1 Facilitate and support interaction, collaboration and engagement between and among students, staff, communities and professional organizations.

E.1.1 Develop and implement a Community Communication and Engagement.

E.1.2 Promote social inclusiveness by actively seeking to increase the opportunities for students and staff to participate in the University community.

E.1.3 Establish a community of practice for the dissemination of research and projects.

E.1.4 Improve attendance, retention, pass and completion rates.

F. Enhance the Quality of all aspects of Students Learning Environment.

F.1 Recognise the diversity of student learning needs and, in doing so, ensure our graduates are provided with generic and discipline specific attributes and knowledge.

F.1.1 Enrich the academic learning of students by special scholarship on academic, sporting and community performance.

F.1.2 Identify and nurture high achieving students.

F.1.3 Strengthen bursary and scholarship schemes for wider participation.

F.1.4 Work with donors and university partners to increase the number of scholarships available to support needy students.

F.1.5 Provide payment option of paying tuition fees in installments.

F.1.6 Appoint mentor and empower students to raise their educational aspirations.

F.2 Create a student community with high level of awareness of health and safety issues.

F.2.1 Fully implement the health and wellness management plan.

F.2.2 Improve security and safety on all campuses.

F.2.3 Create inter- cultural dialogue and interaction to foster tolerance amongst students.

G. Enhance the Professionalism and Quality of Faculty Development

G.1 Implement a peer evaluation of teaching and training process.

G.1.1 Have an appropriate Recruitment policy in place.

G.1.2 Provide professional development to all teaching staff.

G.1.3 Provide support and train teaching and training staff in the use of new technologies and develop innovative ways to teach.

G.1.4 Develop a policy and guidelines for the peer evaluation of teaching and training process.

G.1.5 Employ the peer review process for continuous improvement of staff capabilities.

G.1.6 Make peer review of teaching and training mandatory for

promotion.

G.2 Set appropriate training and teaching performance targets in performance planning, monitoring and reviewing.	G.2.1 Develop online/offline for Professional Development related resources and materials.
	G.2.2 Encourage and celebrate faculty who strive to demonstrate excellence in teaching.
	G.2.3 Invest in specialist skills and highly qualified staff to support the delivery of curricula.
	G.2.4 Support a workforce that contributes specialist skills to the development, delivery and evaluation of courseware and learning support.
	G.2.5 Promote effective leadership capacity in teaching and learning both internally and externally.
	G.2.6 Have Performance Development System in place.
	G.2.7 Performance Development and Probation policy and guidelines are implemented.

H. Placement & Success

H.1 Establish Placement Centre and expand job placements.	H.1.1 Ensure our graduate attributes reflect the needs of employers, professional bodies and market needs.
	H.1.2 Support students throughout their programs with appropriate careers advice.
	H.1.3 Embed employability skills in all training and courses delivered.
	H.1.4 Provide regular career counseling workshop.
	H.1.5 Build strong relationships with employers and communities to increase opportunities for graduate employment and provide feedback on market requirements.
	H.1.6 Provide internship or placement for a wide range of programmes.

Teaching & Learning Plan

Year 1 Semester 1: 90 credits

Course Code	Course Name	Contact Hours												Total Hours	Credit Points
		Lectures		Tutorials		Laboratory		Seminars / Assignments		Field Work / IPTR / TP		Assessment & Self Study			
		Hrs/ Week	No. of Weeks	Hrs/ Week	No. of Weeks	Hrs/ Week	No. of Weeks	Hrs/ Week	No. of Weeks	Hrs/ Week	No. of Weeks	Hrs/ Week	No. of Weeks		
310MTH111	Spiritual Formation	4	15	2	15	-	-	2	15	-	-	4	15	180	18
310MTH112	Old Testament Literature	4	15	2	15	-	-	2	15	-	-	4	15	180	18
310MTH113	Community Development and Planned change	4	15	2	15	-	-	2	15	-	-	4	15	180	18
310MTH114	Advanced Chaplaincy	4	15	2	15	-	-	2	15	-	-	4	15	180	18
310MTH115	Major World Religions	4	15	2	15	-	-	2	15	-	-	4	15	180	18
													Total	900	90

Year 1 Semester 2: 90 credits

Course Code	Course Name	Contact Hours												Total Hours	Credit Points
		Lectures		Tutorials		Laboratory		Seminars / Assignments		Field Work / IPTR / TP		Assessment & Self Study			
		Hrs/ Week	No. of Weeks	Hrs/ Week	No. of Weeks	Hrs/ Week	No. of Weeks	Hrs/ Week	No. of Weeks	Hrs/ Week	No. of Weeks	Hrs/ Week	No. of Weeks		
310MTH121	New Testament Literature	4	15	2	15	-	-	2	15	-	-	4	15	180	18
310MTH122	Systematic Theology	4	15	2	15	-	-	2	15	-	-	4	15	180	18
310MTH123	Contemporary Theology & Leadership	4	15	2	15	-	-	2	15	-	-	4	15	180	18
310MTH124	World Christianity	4	15	2	15	-	-	2	15	-	-	4	15	180	18
310MTH125	Research Methodology	4	15	2	15	-	-	2	15	-	-	4	15	180	18
													Total	900	90

Year 2 Semester 3: 30 credits

Module Code	Course Name	Contact Hours												Total Hours	Credit Points
		Lectures		Tutorials		Laboratory		Seminars / Assignments		Field Work / IPTR / TP		Assessment & Self Study			
		Hrs/ Week	No. of Weeks	Hrs/ Week	No. of Weeks	Hrs/ Week	No. of Weeks	Hrs/ Week	No. of Weeks	Hrs/ Week	No. of Weeks	Hrs/ Week	No. of Weeks		
310MTH211	Research Project – Phase I	-	-	5	15	-	-	-	-	10	15	5	15	300	30
													Total	300	30

Year 2 Semester 4: 30 credits

Course Code	Course Name	Contact Hours												Total Hours	Credit Points
		Lectures		Tutorials		Laboratory		Seminars / Assignments		Field Work / IPTR / TP		Assessment & Self Study			
		Hrs/ Week	No. of Weeks	Hrs/ Week	No. of Weeks	Hrs/ Week	No. of Weeks	Hrs/ Week	No. of Weeks	Hrs/ Week	No. of Weeks	Hrs/ Week	No. of Weeks		
310MTH221	Research Project – Phase II	-	-	5	15	-	-	-	-	10	15	5	15	300	30
													Total	300	30

C2.3 Assessment

Assessment is an integral part of learning. Assessment is the process of gathering and interpreting evidence to make judgments about student learning. It is the crucial link between learning outcomes, content and teaching and learning activities. Assessment is the process of evaluating an individual's attainment of knowledge, understanding and skills. Good assessment takes into account learning styles, strengths, and needs. Assessment is used by learners and their teachers to decide where the learners are at in their learning, where they need to go, and how best to get there.

The purpose of assessment is to improve learning, inform teaching, help students achieve the highest standards they can and provide meaningful reports on students' achievement. It is flexible and reflects a student's achievement against set criteria, not against another student. Effective assessment takes place over time and is varied in its approach. Assessment should always contribute to an individual's learning and progress.

C2.3.1 Types of Assessment:

There are three main types of assessment that help learning. These are diagnostic, formative and summative assessment. Formative assessment is used to provide feedback to students and teachers to promote further learning. Summative assessment contributes to the judgment of student learning for reporting and certification purposes.

C2.3.1.1 Diagnostic Assessment:

Diagnostic assessment is a form of pre-assessment that allows a teacher to determine students' individual strengths, weaknesses, knowledge, and skills prior to instruction. It is primarily used to diagnose student difficulties and to guide lesson and curriculum planning.

The purpose of diagnostic Assessment:

➢ To get a snapshot of where students currently stand - intellectually, emotionally or ideologically.
➢ To allow the instructor to make sound instructional choices.
➢ To identify how to teach the new course content.
➢ To identify what teaching approach to use.

C2.3.1.2 Formative Assessment:

It is used at the beginning of an instructional period and during the process of instruction as teachers check for student understanding. Diagnostic tools determine what students already

know and where there are gaps and misconceptions. Formative assessment also includes assessment as learning, where students reflect on and monitor their own progress. The information gained guides teachers' decisions in how to enhance teaching and learning. Formative assessment enables students to learn through the process of feedback and opportunities to practice and improve. As students reflect on and monitor their progress this process effectively becomes assessment as learning and contributes to students planning future learning goals.

The purpose of formative Assessment:

➢ To provide feedback to students.

➢ To motivate students.

➢ To diagnose students' strengths and weaknesses.

➢ To help students to develop self-awareness.

C2.3.1.3 Summative Assessment:

It is used towards and at the end of the instruction period. Teachers document the culmination of students' learning achievements through tasks that invite students to demonstrate their mastery and knowledge of the course content. Summative assessment data provides teachers with information about how effective teaching strategies have been, time needed for instruction and how to improve teaching for future students.

The purpose of summative Assessment:

➢ To pass or fail a student.

➢ To grade or rank a student.

➢ To allow progress to further study.

➢ To assure suitability for work.

➢ To predict success in future study and work.

➢ To signal employability and selection for employment.

C2.3.1.4 Alternative Modes of Assessment

S. No.	Method of Assessment	Skill Areas Developed
1.	Group assessment	This develops interpersonal skills and may also develop oral skills and research skills (if combined, for example, with a project).

2.	Self-assessment	Self-assessment obliges students more actively and formally to evaluate themselves and may develop self-awareness and better understanding of learning outcomes.
3.	Peer assessment	By overseeing and evaluating other students' work, the process of peer assessment develops heightened awareness of what is expected of students in their learning.
4.	Unseen examination	This is the 'traditional' approach. It tests the individual knowledge base but questions are often relatively predictable and, in assessment, it is difficult to distinguish between surface learning and deep learning.
5.	Testing skills instead of knowledge	It can be useful to test students on questions relating to material with which they have no familiarity. This often involves creating hypothetical scenarios. Itcan test true student ability and avoids problems of rote- and surface-learning.
6.	Coursework essays	A relatively traditional approach that allows students to explore a topic in greater depth but can be open to plagiarism. Also, it can be fairly time consuming and may detract from other areas of the course.
7.	Oral examination	With an oral exam, it is possible to ascertain students' knowledge and skills. It obliges a much deeper and extensive learning experience, and develops oral and presentational skills.
8.	Projects	These may develop a wide range of expertise, including research, IT and organisational skills. Marking can be difficult, so one should consider oral presentation.
9.	Presentation	These test and develop important oral communication and IT skills, but can prove to be dull and unpopular with students who do not want to listen to their peers, but want instead to be taught by the tutor.
10.	Multiple choice	These are useful for self-assessment and easy to mark. Difficulties lie in designing questions and testing depth of analytical understanding.
11.	Computer-aided	Computers are usually used with multiple-choice questions. Creating questions is time consuming, but marking is very fast and

12.	Literature reviews	accurate. The challenge is to test the depth of learning.
		These are popular at later levels of degree programmes, allowing students to explore a particular topic in considerable depth. They can also develop a wide range of useful study and research skills.

C2.3.1.5 Effective Assessment Practices

Assessment should:

➢ be regarded as a key professional skill for teachers;

➢ be part of effective planning of teaching and learning;

➢ promote commitment to learning goals and a shared understanding of the criteria by which they are assessed;

➢ be recognised as central to classroom practice;

➢ focus on how students learn;

➢ provide constructive guidance about how to improve;

➢ develop learners' capacity for self-assessment so that they can become reflective and self-managing;

➢ take account of the importance of learner motivation;

➢ be sensitive and constructive because any assessment has an emotional impact;

➢ recognise the full range of achievement of all learners

C2.3.1.6 Best Practice in Assessment

Best practice includes:

➢ clear understanding that the purpose of assessment is for students to develop and improve in their learning and for teachers to plan and teach effectively;

➢ the use of diagnostic tools to determine what the students already know, understand and can do;

➢ ongoing assessment through a variety of differentiated tasks and strategies, both formal and informal, so that sufficient evidence is gathered to make sound judgments about individual students' learning;

➢ students being actively involved in, and having some control over, their learning;

➢ learning goals that are explicit in that students know what they are learning, why the learning is important, what products are expected, and how they will be assessed;

- assessment tasks that are differentiated through offering quality choices of ways for students to demonstrate knowledge, understanding and skills;
- assessment tasks and strategies that are fair and enable all students to demonstrate their learning achievements;
- the giving of specific and timely feedback, for example, through conversations between students and the teacher, written feedback, peer assessment and self- assessment;
- students' work being discussed and moderated through shared concepts and language;
- assessment tasks that are integrated/embedded in instruction so that they are a planned and essential part of teaching and learning;
- authentic assessment tasks that align with the ways such knowledge and skills would be used in the real world.

C2.3.2   Assessment Instruments

C2.3.2.1   Continuous Assessment Tests

Three Continuous Assessment Tests will be conducted in a regular interval during the progress of the semester; and one model examination will be conducted after completion of all the units of a course. The marks obtained in the above tests will be accounted for the calculation of internal marks and the average marks will be rounded to the nearest whole number. Absence in any continuous assessment, the marks will be considered as zero for the particular test.

C2.3.2.2   Assignments:

Assignments will be given for the students regularly and are required to submit the assignments in time. The assignments will be duly evaluated and added to the internal marks. In case of absence or non-submission of Assignment, the marks will be taken as zero for the particular student for the particular Course.

C2.3.2.3   End Semester Examinations:

The end of semester examinations shall ordinarily be conducted at the end of each semester. For the practical examinations and project work the controller of the examination will appoint both internal and external examiners.

The assessment criteria will be as follows;

Continuous Assessment (Two)	30٪
Assignments (Two)	20٪
Final Examination	50٪
Total	**100%**

C2.3.3 Marks Allotment – Diploma & Degree Programmes:

S. No	Courses	Assessment Type		Max Marks	Min Marks	Min Total	Max Total
1	Theory	Internal	CAT's	30	12	40	100
			Assignment	20	8		
		External	End exam	50	20		
2	Theory cum Practical	Internal	CAT's	30	12	40	100
			Assignment	10	4		
			Practical	10	4		
		External	End Exam	50	20		
3	Practical	Internal	Record work	40	16	40	100
		External	Demonstration	40	16		
			Viva voce	20	8		
4	Project Work	Internal	Project Report	40	16	40	100
		External	Evaluation	40	16		
			Viva voce	20	8		
5	FPT/IPTR/ Teaching Practice	Internal	Performance Report	40	16	40	100
		External	Evaluation	40	16		
			Viva voce	20	8		
6	Seminar Comprehensive Viva	Internal	Performance Report	40	16	40	100
		External	Evaluation	40	16		
			Viva voce	20	8		

C2.3.4 Assessment Criteria for Various Components of Examinations

The pass mark shall be 40% for practical and 40% for theory separately. There shall be no compensation of marks scored in one paper for another paper.

C2.3.4.1 Assessment of courses which have no practical components (Theory Courses) shall be done as follows:

- Take-home essays and/or assignments shall account for 20% of the end of semester marks for the course.

- Tests/quizzes during the semester shall account for 20% of the marks o r 30% of the marks for courses without assessed seminar reports and/or presentations, with weightage of each test/quiz being proportional to time allocated for the test/quiz.
- Seminar reports and presentations where applicable shall account for 10% of the end of semester marks for the course
- The final written paper shall account for 50% of the end of semester final mark for the course.

C2.3.4.2 Assessment of courses that also have practical components (Theory cum Practical course) during the course but no end of practical examination, shall be done as follows:
- Students' reports on practical conducted and practical work shall carry 10% of the assessment
- Take-home essays and assignments that will be given at appropriate stages during the semester session will carry 10% of the assessment.
- Tests and quizzes which will be given at appropriate stages during the semester session will carry 20% or 30% of the assessment and the weightage of individual assessment tool will be proportional to time allocated to it.
- The final written paper shall account for 50% of the end of semester final mark for the course.

C2.3.4.3 Assessment of courses that have practical components (Practical Course) only during the course and end of practical examination shall be done as follows:
- Students' reports on practical work shall carry 20% of the assessment
- Practical test[s] conducted in each semester shall carry 20% of assessment
- The end of semester practical examination account for 40% of the semester final mark for the subject.
- The end of semester oral examination account for 20% of the semester final mark for the subject.

C2.3.4.4 Assessment of Research Project (Project Work Course) course shall be done as follows:
- Student's research project work Report shall carry 40% of the assessment.
- The end of semester student oral examination on research project work by student's oral presentation shall carry 20% of the assessment.

- The end of semester student research project work evaluation examination on research project work by student's oral presentation and demonstration shall carry 40% of the assessment.

C2.3.4.5 Assessment of Field Practical Training (Industrial Practical Training Course) course shall be done as follows:

- Student's industrial practical training work Report and Diary (Form E) shall carry 20% of the assessment.
- Student's industrial practical training Report by the visiting Staff Advisor shall carry 10% of the assessment.
- Student's industrial practical training Report by the Industrial training officer shall carry 10% of the assessment.
- The end semester Evaluation of the Field Practical Training (Industrial Practical Training Course) work shall carry 40% of the assessment.
- The end of semester student oral examination on industrial practical training by student's oral presentation in review work shall carry 20% of the assessment.

C2.3.4.6 Assessment of Teaching Practice Training (Teaching Practice Course) course shall be done as follows:

- Students Teaching Practice Report work shall carry 20% of the assessment.
- Students Teaching Practice Report by the visiting Staff Advisor shall carry 10% of the assessment.
- The end of semester student teaching practice report of the student training officer assessment report work shall carry 10% of the assessment.
- The end semester Evaluation of the teaching practice work shall carry 40% of the assessment.
- The end of semester student teaching practice by student teacher's oral presentation in review work shall carry 20% of the assessment.

C2.3.5 Other Assessment Guidelines

C2.3.4.1 Notwithstanding the above-mentioned apportionment of marks, there may be course-dependent variation that shall be clearly spelt out in the approved course curriculum.

C2.3.4.2   At the designated semester for each degree or non-degree programme, each candidate will present a research project proposal to constitute examinable subject "Project work Phase I" which must be passed.

C2.3.4.3   A candidate who fails in Project work Phase I shall be required to re-submit the research project proposal within one month of the release of the results.

C2.3.4.4   Each finalist candidate shall be required to undertake a Research Project (to constitute the examinable subject "Project Work Phase II") being the execution of research project proposal developed in Research Project Work Phase I and shall, before the start of the end- of- semester study break, be required to submit a report (in printed and electronic form) to the Head of Department in which the Research Project was conducted.

C2.3.4.5   The Research Project report phase II shall be evaluated. Passing in Research Project Phase II report is a requirement for the award of a degree or non-degree.

C2.3.4.6   A candidate who will not have submitted the Research Project report phase II in time and without compelling reasons will be deemed to have failed in Research Project phase II (hence awarded zero mark).

C2.3.4.7   In deciding whether or not to accept a Research Project report phase II that has been submitted late, circumstances leading to late submission of the Research Project report would have to be taken into consideration by the respective Department.

C2.3.4.8   A candidate who fails in Research Project II will be allowed to re-submit the report within six months from the date of the release of examination results or within such period as shall be recommended to Senate, by the board of the relevant Faculty/Institute/Directorate/Centre.

C2.3.4.9   Field practical training / Teaching practice is an essential requirement of all programmes and shall be conducted and assessed as spelt out in the respective curriculum. A pass grade in the field practical training / Teaching practice shall be required before a candidate is allowed to proceed to the next academic unit of study or to graduate in the case of a final year candidate.

C2.3.4.10 For the undergraduate Management/engineering/education programmes the following special regulations shall apply:

- Every Industrial Practical training (IPT) / Teaching practice (TP) shall be treated as a subject of the succeeding Semester and the results shall contribute to the particular academic unit.

- Practical Training reports shall be handed in for assessment before the end of the second week of the succeeding semester.

C2.3.4.11 Every student will be required to undertake Industrial visit in every semester of the Programme. However, the Head of the department can waive this on certain conditions. The cost of the industrial visit shall be borne by the students.

C2.3.4.12 The candidates who do not meet the minimum required marks in the internal / course work in any course will not be permitted to appear for its end semester examination of that course, and such course is declared as "INELIGIBLE COURSE". The candidates who have ineligible COURSE(s) shall redo the internal / course work process in the next higher semester so as to make the courses eligible. The candidates "INELIGIBLE" for all the courses should retake the whole course/course when next offered.

C2.4 Staff

C.2.4.1 Staff Qualification

C.2.4.2 The HU has adequately qualified and experienced staff for the proposed Learning Programmes and it has sufficient numbers of and adequate balance between, Full-Time and Part-Time Staff. The qualification of teaching staff will always be one level higher. Bachelor degree holders or higher diploma holders teach diploma programme, Bachelor degree programme will be taught by Post-Graduate Diploma holders or Master Degree holders and Master Degree programme will be taught by holders with Master of Philosophy (M.Phil.) or by Ph.D. holders.

C.2.4.3 Staff Development Programme

The core business of the university is teaching, research and public service. To realize this core business, recruitment, retention and inspiration of staff is critical. HU is committed to train its staff in all schools/departments and units of the University. The HU Staff Development Policy provides for and supports the development of individual staff and thereby enhances the University's performance by contributing to the achievement of its strategies, meeting its obligations and promoting its values. Details are enshrined in the **HU Staff Development Policy, Staff Promotion Policy and Study Assistance Guidelines policy documents.**

C.2.4.4 Staff Workloads

The allocation of work must recognise the position of the employee within a research - teaching group. It must take into consideration employees' administrative roles and responsibilities,

research, service to their professional discipline and service to the wider community. It must consider all aspects of teaching including:

- Course co - ordination;
- Lectures;
- Tutorials;
- Supervision of instruction in laboratories and studio work;
- Organisation and teaching of performances and workshops;
- Industrial / Field Visits;
- The organisation of internships and practicums;
- Marking loads at the undergraduate and graduate levels;
- The development of new courses;
- Graduate and postgraduate student supervision; etc,

The workload for teaching staff based on the 40 hours per week as follows:

S. No	Work Assignment	Hours per Week
1.	Teaching or Instruction	16
2.	Skills Development	8
3.	Public Service	4
4.	Student Consultation	8
5.	Self Study and Research Writing	4
		40

C2.4.4 **Programme Coordinator : Dr. Victor Mwila – Dean**
  a. Academic Staff

S. No.	Title	Sur Name	Other Names	Gender	Highest Qualification	Teaching Experience in Higher Education	Professional and Work Place Experience (Yrs)	Rank	Full Time (FT) Part Time (PT) Honorary (H)
1.	DR.	Victor	Mwila	M	Ph.D in Theology	More than 7 years	More than 5 years	Lecturer A	FT
2.	REV.	Lawrence	Chibuye	M	Ph.D (pursuing)	More than 10 years	More than 10 years	Lecturer A	FT
3	DR.	Mischeck	Nyirenda	M	Ph.D in Theology	More than 20 years	More than 10 years	Senior Lecturer	PT
4	REV.	Namuhumba	Leonard	M	Ph.D in Theology	More than 20 years	More than 10 years	Senior Lecturer	PT

b. Support and Technical Staff

S. No.	Title	Sur Name	Other Names	Gender	Highest Qualification	Teaching Experience in Higher Education (Yrs)	Professional and Work Place Experience (Yrs)	Rank	Full Time (FT) Part Time (PT) Honorary (H) Temporary(T)
1	Mr.	Musumina	Patrick Mushiba	M	B.A	Nil	2 years	Assistant Librarian	FT
2	Mr.	Immanuel	Chellah	M	Diploma	Nil	3 years	ICT officer	FT

C2.5 Facilities for Programme Delivery (Facilities provided and available for teaching, learning and research)

The mode of programme delivery is given more important consideration for learning activities that will support students to develop the skills, knowledge and understandings required achieving the intended learning outcomes. The following are the facilities provided:

- Technology-enhanced learning, or technology used as classroom aids; like usage of PowerPoint slides and clickers.
- The use of a learning management system to support classroom teaching, for storing learning materials, set readings and perhaps online discussion.
- The use of lecture capture for flipped classrooms.
- Open educational resources, available for free downloading online, which either instructors or students can access to support teaching and learning.
- With respect to instructional processes, technology is facilitated towards project-based, self-directed learning and individualized instruction.
- A beautiful and architecturally-acclaimed campus that exudes a sense of dignity and serenity;
- Research-friendly library, fully computerized with on-line access to numerous journals and e-books;
- Congenial fellowships and common meals among staff, faculty and students, promoting friendships, and open-ended discursive debates ushering in quiet reflections, and
- Context-based learning opportunities leading to community service.

In a nutshell, HU's programmes prepare students towards reformative and integrative theological learning inspiring them to be change-agents for the twenty-first century church and society.

C2.6 Teaching and Learning Support (Facilities, Equipment and networks available to support teaching and learning)

The university has dedicated the following facilities for the programme:

- Well-furnished classrooms (6 numbers) with projectors, display screens and laptops have been marked for the theory classes.
- Well-equipped and furnished computer lab to accommodate 15 students at a time.
- More than 1500 text and reference books were available in the library.

The HU has provided the required academic support services for the enhancement of Teaching and Learning. The following facilities are available for students, staff and faculty use:

- ZESCO power lines for supply of electricity;
- Adequate supply of portable water;
- Arrangement of Health care facilities for Staff and Students;
- University bus for student's transport;
- Private operated canteen facilities;
- Available of free Wi-Fi facilities in campus, library and etc.

C2.7 Internal Quality Assurance (Details of internal policy, strategies and institutional arrangements for internal quality assurance)

Quality assurance is a dynamic process that requires building upon in accordance with the changes in society and economy. The increase in the number of faculties as well as in the number of students requires systematic monitoring and development of an internal quality assurance system (IQAS) in order for the institutions and students to remain competitive, equal and recognized across globe. It is therefore extremely important that higher education institutions recognize the importance of quality assurance and continuous improvement of the quality of programme and that the aspiration to achieve high quality standards becomes reality and everyday intertwining within the entire academic community and wider.

The Standards and Guidelines for Internal Quality Assurance include the **HU Quality Assurance Policy** that is available and part of **HU Strategic Plan**. Internal stakeholders develop and implement this policy through appropriate structures and processes, while involving external stakeholders. Institutions have processes for the design and approval of their programs. The programs should be designed to meet the set objectives and the intended learning outcomes. It is necessary to ensure that the programs are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects such an approach.

C2.8 Financial Resources (Resources available and adequacy of financial resources to support the learning programme)

The HU has strategies and plans for resource allocation to Learning Programmes (Refer **HU Financial Management & System Policy)**. The HU has available financial resources to support the Learning Programmes. Strong performing institutions consistently allocated resources with student success in mind. Financial plans and budget development activities transparent, enjoyed widespread support, and integrated with academic priorities.

Self-sufficiency is a ubiquitous aspiration for individuals as well as institutions, to achieve self-reliance and exist beholden to none. The creation of consistent and reliable sources of income, therefore, should revolve around what a university knows how to do best: enroll and teach students the information, thought processes and skills they need to have successful and fulfilling lives. In short, growth in enrollments is imperative, and growth comes best from areas of strength.

The key sources of funds for the operation of the programme are:
- Students Tuition Fees;
- University Income Generation Programme;
- Local Contributions.

Students at the University have various opportunities to receive financial assistance, financial aid, and scholarship opportunities. Eligibility for some financial aid depends on the student's classification, and financial need. Students are also provided with various payment plans for paying their tuition fees, such as installments, etc.

C3. OTHER INFORMATION

C3.1 Delivery and Learning Methods

Great learning can only take place when all the components are just right. The programme ensures that the needs of each group are accurately identified and then it delivers training solutions using learning delivery methods, which directly address those needs. The programme will be taught primarily through face-to-face teaching but will also make use of some online learning activities. The courses will employ a variety of teaching methods so as to model good practice. Lectures will be

complemented by small- and large-group discussions and debates; various forms of group work in cognate and mixed subject areas, as well as independent project work.

Assessment will take place through formal course-work submissions. All course assessments contribute to the aims of the programme and relate directly to individual course learning outcomes. A considerable degree of choice is built into each of the assessments either by letting participants choose between options or by allowing for substantial flexibility in how to approach the required assignment.

Our learning delivery methods cater to all learning styles; we tailor programmes that are future focused and meet your needs exactly. Here are some of the learning delivery methods we employ to deliver excellent learning and development programmes:

Face-to-Face: Workshops, coaching, mentoring, keynote sessions and other face-to-face opportunities are a great way to learn from internal and external subject matter experts. We engage with the learner before and after the classroom, and ensure the long tail of embedding the learning becomes part of their way of working. Wherever practicable and appropriate to the content and your culture, our learning interventions are short, sharp sessions to ensure that you don't have people off the job for long — and to make sure that participants retain the maximum amount of learning.

Digital Learning: Sometimes learning is best delivered via digital platforms. Large numbers of people can receive and interact with the same content and a virtual learning environment allows people the ultimate flexibility to choose when and where to learn. E-learning also allows businesses to quickly assess and quantify the level of capability and knowledge within particular teams and is particularly helpful with compliance based content.

Mentoring and Consulting: We don't just stop at the classroom; our specialists can get hands on too. Through mentoring and consulting sessions, they embed and enhance the learning experience and ensure further alignment with organisational goals.

Coaching: Often part of our programmes, coaching is a great way of taking what has been learnt in the classroom and supporting the participant to translate it into their workplace. Our philosophy also requires of us to empower our clients and leave a greater level of capability behind. In this vein, coaching is a skill we actively promote as part of our programmes and engage leaders in the core

skills as well as helping coachees understand their role. We have found that leaders often coach others better when they receive coaching themselves.

Action Learning: We use real business challenges to support the development of skills and knowledge within talent groups, leadership teams, emerging leaders or teams within business units. Action learning occurs 'on the job', in the classroom, with a project group and with coaches and mentors. Participants will develop problem-solving, project management and execution skills while implementing the solution to an identified real business challenge.

Learning Management System: At beyond performance we have a learning management system that gives learners access to their chosen learning events at any time, providing additional materials, further related reading, e-learning and tools to support their individual development.

C3.2 Acceptability

C3.2.1 Stakeholders are identified, including relevant Academic, industrial, professional and other Communities.

The success of a University depends on its ability to take care of its stakeholder relationships. Stakeholders include all those organisations, networks and private people that are able to influence the objectives of a given university. The internal stakeholders of University include personnel and students, while the external stakeholders include partners and customers.

The University and the Programme have to respond to the needs of their various stakeholders. The importance of external stakeholders increases when the public funding of higher education institutions decreases. The university must then look for external funding from various domestic and international funding sources and thus collaborate more with external stakeholders. In such cases, the university becomes responsible to a larger number of stakeholders.

The university identifies the stakeholders by asking the following questions:
- Who benefits from our products or services?
- Who usually asks about our offerings? What needs have they expressed?
- Do we often receive referrals? Who makes them?

- Who do we have to talk to during the sales process?
- Who is the decision maker when our product or service is purchased? Who else influences that decision?
- When admissions aren't made, who stops them?

The internal and external stakeholders of the University are provided under various categories.

S. No	Stakeholders Category	Constitutive Groups, Communities, Stakeholders, Clients, etc
1.	Government Entities	Government Bodies, Board of Management, University Council, Senate, other Governing Boards, Sponsoring Religious Organization.
2.	Administration	President of the Council, Vice-Chancellor, Senior Administrators.
3.	Employees	Faculty, Administrative Staff, Support Staff.
4.	Clientele	Students, Parents, Service Partners, Employees.
5.	Suppliers	Secondary Education Schools, Alumni, Other Colleges and Universities.
6.	Competitors	**Direct:** Private and Public Providers of Post-Secondary Education. **Potential:** Distance Learning Providers, E-Learning Providers. **Substitutes:** Employer Sponsored Training Programme.
7.	Donors	Funding Agencies, Individuals,
8.	Communities	Neighbours, Schools, Churches.
9.	Government Regulators	Ministry of Education, Higher Education Authority, Buffer Organizations, Govt. Financial Agencies.
10.	Non- Governmental Regulators	Foundations, Institutional Accrediting Bodies, Professional Associations.
11.	Financial Intermediaries	Banks, Fund Managers, Auditors, Analyst.
12.	Joint Venture	Alliance & Consortia, Corporate.

C3.2.2 The actual or likely interests of these stakeholders in respect of the proposed qualifications are clearly identified.

Different stakeholders and their interest:

Employers (both in formal and informal sectors): Employers have an interest in a workforce that possess high and relevant skills. A skilled labour force is a potential way to increase the productivity. Employers tend to concentrate on their own needs for competent workers and may therefore be too 'company-specific' in their recommendations.

Professional Bodies: Professional bodies have an interest in a workforce with high, relevant, and transferable competences. In general they have a broader outlook on the needs than employers.

Society: Society has an interest in having citizens:
- Who are well trained with relevant skills, so that they will contribute to a prosperous economic development;
- Who are able to carry on and develop the social and cultural heritage of the society in a democratic way;

In general, society has an interest in reduced inequality amongst its citizens and a reduced social exclusion of disadvantaged groups.

Students/Graduates: The student has an interest in becoming equipped with the required competences so that he can develop himself optimally and enjoy a high level of life/work quality. Usually, when doing a Labour Market Demand Analysis, the students for that occupation are not yet known. Former students (graduates) however, who work in similar occupations (with the employers mentioned above), might provide valuable information from their individual perspectives. This is one of the reasons why an increasing amount of Universities support alumni clubs and try to follow the careers of their graduates.

Non-Governmental Organizations: These organizations have an interest in promoting skills that will improve the situation for specific deprived groups (women, religious groups, etc.), or they have an interest in supporting groups that want to contribute to a ' better' society (democracy development groups, groups addressing environmental protection, etc.).

Training Providers:

Training providers have a mission and an interest to produce graduates with high quality and relevant competences to satisfy the needs and interests of all stakeholders

C3.3 Relevance

C3.3.1 Assesses the importance and applicability of the qualification to the workforce and other stakeholder needs

The Master degree programme holders to enable the learner to:

Apply knowledge, skills and understanding in a wide and unpredictable variety of contexts with substantial personal responsibility, responsibility for the work of others and for the allocation of resources, policy, planning exaction and evaluation.

The stakeholders expect the following competence skills to be possessed in every person in the Zambian work force.

S. No	Competence Skills	Description of Skills Components
1.	Deciding and Initiating Action	Taking decisions, Taking responsibility for decisions and initiatives Showing confidence, Acting on one's own initiative, Initiating actions and activities, Taking measured risks.
2.	Leading	Giving direction, Giving instructions, Exercising authority, Supervising people's performance, Dividing the workload, Delegating authority and responsibility, Utilizing diversity
3.	Supervising	Coaching, Advising, Motivating, Promoting development in others.
4.	Showing attention and understanding	Showing interest, Listening, Showing tolerance and consideration, Empathizing with the other person's feelings, Understanding the viewpoints and attitudes of others, Supporting others, Showing concern for others, Knowing and showing yourself
5.	Working with people	Consulting and involving others, Attuning, Informing proactively, Communicating straight forwardly and sincerely, Accommodating to the needs of a group, Stimulating team spirit, Recognizing and rewarding contributions of others.
6.	Adhering to principles and values	Acting ethically, Acting honestly, Do not discriminate
7.	Relating and	Building relations with people, Building relations on different

	networking	levels, Maintaining and using a network, Maintaining good relations in difficult circumstances.
8.	Persuading and Influencing	Making a good impression on others, Giving direction during conversations and discussions, Appealing to emotions, Contributing and substantiating ideas and opinions, Negotiating, Pursuing consensus
9.	Presenting and communicating information	Explaining and illustrating clearly, Speaking briefly and to the point, Radiating reliability and expertise, Responding to the audience, Using humour, Radiating enthusiasm.
10.	Writing and reporting	Formulating correctly, Reporting accurately and comprehensively, Structuring, Formulating fluently and to the point, Formulating attractively, Communicating in line with the specific recipient.
11.	Applying expertise	Applying field-specific mental abilities, Applying field-specific manual skills, Showing field-specific physical qualities, Showing a sense of direction and rhythm, Sharing expertise
12.	Applying technology	Choosing appropriate tools and materials, Using tools and materials effectively, Using tools and material efficiently, Taking care of tools and materials
13.	Analysing	Generating information from data, Checking data and assumptions, Unravel information, Drawing conclusions, Thinking up solutions to problems, Finding connections.
14.	Researching	Retrieve information, Being receptive to new information, Looking at multiple perspectives
15.	Creating an innovating	Acting innovatively and creatively, Searching for and introducing changes, Being visionary, Developing strategies for the future
16.	Learning	Keep up one's professional knowledge and skills, Learning from feedback and mistakes, Wanting to develop one's self
17.	Planning and organising	Setting goals and priorities, Planning, Planning and monitoring me, Organising people, tools and materials, Monitoring progress
18.	Meeting costumers expectations	Mapping needs and expectations, Meeting needs and expectations, Monitoring customer satisfaction

19.	Delivering quality results	Formulating quality and productivity standards, Monitoring quality and productivity standards, Maintaining quality levels, Working systematically
20.	Following instructions and procedures	Following instructions, Working according to prescribed procedures, Showing discipline, Working according to safety regulations, Working according to the statutory regulations
21.	Adapting and responding to change	Adapting to changing circumstances, Accepting new ideas, Coping with uncertainty, Coping with diversity (of people)
22.	Coping with setbacks and pressures	Performing effectively under pressure, Having control of one's feelings, Balancing work and home, Keeping a positive approach, Coping with criticism in a constructive way, Setting boundaries
23.	Achieving personal work goals and objectives	Accepting challenges, Showing eagerness to carry out tasks and take on responsibilities, Offering one's self, Waning to be successful, Showing enthusiasm, Showing ambition.
24.	Entrepreneurial and commercial thinking	Knowing the market and the players on the market, Identifying and creating opportunities, Taking advantage of the opportunity, Developing the organisation's commercial position in the market
25.	Professional and commercial thinking	Showing financial awareness, Acting cost-consciously, Showing insight in the organisation's dynamics

C3.4 Regulations

C3.4.1 Masters Undergraduate Entrance Requirements, Curricula and Degree

Prior completion of a Bachelor of Theology (B. Th) degree from registered and accredited institution of higher education in Zambia or any recognized Universities/Colleges from abroad is the basis for admission as an M.Th candidate. In exceptional cases students with a B.Th honours, from other higher education institutions may be admitted by special action of the faculty. In addition to competence in English is a must.

C3.4.2 Examinations

1.0 Regulation for University Examinations

1.1   Examinations include continuous assessment (tests, quizzes, assignments, seminars, presentations, practical, oral tests, dissertations or any other form of assessment specified in the study guide issued at the beginning of Semester) and end of Semester Examinations including practical and oral examination where appropriate.

1.2   There shall be written university examinations at the end of each semester for each course taught. There shall also be practical and/or oral examinations during each end of semester for the course taught.

Timing of examinations shall be between 08.00 am and 09.00 pm any day of the week including weekends. Approved public holidays and other days when the University / College / Campus / Institute is closed are excluded.

2.0   Registration for Courses

2.1   The students shall register for all the courses including supplementary in the third and fourth week of the semester.

2.2   A candidate shall be examined in all courses registered for.

For an elective course to be offered the minimum number of students shall be twenty (20) in Diploma and Degree

2.3   No student will be permitted to commence any course / course three weeks after the beginning of the semester or withdraw from any course / course four weeks after the beginning of the Semester.

3.0   Eligibility for Examinations

3.1   The Principal of a College or Dean of School or the Director of a Teaching Institute may bar any candidate from being admitted to any examination in any subject or course or course where the Principal or Dean or Director is satisfied that the candidate has not completed satisfactorily by attendance, performance or otherwise the requirements of the subject of course.

3.2   Candidates eligible for examinations shall be those fulfilling University registration, course eligibility requirements and full payment of fees.

3.3   A candidate shall only be allowed to sit for the scheduled University examination(s) if he/she would have attended 85% of attendance of the course/course through lectures, seminars and tutorials; but for the practical sessions, a candidate must attain 95% attendance rate. A candidate who fails to attain at least 85% and 95% attendance rates for

lectures/seminars and practicals respectively shall be required to retake the whole course/course when next offered.

3.4   However, with special permission a candidate with less than 85% but not below 75% of attendance shall be deemed to have satisfied the conditions of attendance in a semester on medical or academic grounds subject to the approval of the College/Institution Academic Board / Faculty Board.

3.5   Where a candidate who has been barred in accordance with paragraph 3.1 or 3.2 or 3.3 enters the examination room and sits for the paper, his/her results in the paper shall be declared null and void.

3.6   A candidate whose work or progress is considered unsatisfactory may be required by the Senate, on the recommendation of the appropriate College, School or Academic Institute Board to withdraw from the University or to repeat any part of the course before admission to an examination. Failure in an examination, including a session (IPT/TP) or semester examination may be regarded as evidence of unsatisfactory progress.

3.7   Where a candidate who has not registered for studies or for a course sits for an examination, the examination results shall be nullified.

3.8   A candidate shall be required to attend all sessions of Field / Industrial Practical Training (IPT) or Teaching Practice (TP) and if a candidate misses any session without the permission of the Dean or Director or Head of Department or his appointee (i.e. IPT/TP supervisor) shall be discontinued from studies. In case of permission for being absent from FPT or TP is granted, the candidate shall be required to complete the training session using own resources.

4.0   Absence from Examination

4.1   A candidate who absents oneself from an end of semester examination without compelling reasons shall be deemed to have absconded from examinations and shall be discontinued from studies.

4.2   A candidate who absents oneself from any continuous assessment test or fails to submit assignment(s) given as part of the coursework without compelling reasons shall be considered to have attempted such examinations or assignment(s) and shall be awarded a zero mark.

4.3   A candidate who fails to submit an assignment on time without compelling reasons may be penalized according to a penalty marking system pre-indicated in the course outline by instructor.

4.4 A candidate who fails to sit for a continuous assessment test(s) or submit (an) assignment(s) because of compelling reasons shall be required to complete the same before attempting the end of semester examination(s) of the respective course. Such a candidate shall be responsible for initiating a request for the continuous assessment test or assignment.

4.5 A candidate allowed to be absent from the end of semester examination (s) shall carry forward the examination(s) as incomplete and shall have to sit for the respective examination(s) during the subsequent examination session conducted in the second week and third week of the next semester.

4.6 Permission for postponement of end of semester examination(s) shall be granted by the Principal/Dean/Director after consultation with the Head of Department, Dean of Students and, where applicable, the Resident Medical Officer.

4.7 Postponement of course assessment tests shall be granted by the course instructor and reported to the Head of Department/Dean of Faculty/Director of Institute / Directorate / Centre.

4.8 Request for postponement of end of semester examination(s) or course work assessment tests shall be made by submitting the prescribed Examination form submitted along with a covering letter.

5.0 Dates and Duration of Examinations

5.1 Examinations in all Colleges, Schools and Academic Institutes shall be held at a time to be determined by Senate, which shall normally be at the end of each semester, subject to such exceptions as Senate may allow upon recommendation by a College, School or Academic Institute Board or a College Governing Board, as the case may be.

5.2 Candidates who are referred and are required to do supplementary examinations shall be re-examined in the referred subjects at a time to be determined by the Senate or in particular cases by the relevant College/School/ Institute Board, as the case may be, which shall not be less than three month after the ordinary examinations at the end of the semester in the academic year.

5.3 A candidate who, for reasonable cause, was unable to present himself/herself in the ordinary examinations may, with the special permission of Senate or in that behalf the College/School/Institute Board as the case may be, present himself/herself for examination at a time fixed for any supplementary examination.

5.4 Dates and times of conducting continuous assessments shall be determined and indicated by the respective Lecturer(s)/Instructor(s) in the course outlines or study guides or otherwise at

the beginning of the Semester.

5.5   All course assessments shall be carried out in time to allow results to be known to candidates at least one week before the study break preceding the end of semester examinations

5.6   Frequency of continuous assessment shall be at least two for each assessed item, e.g., minimum number of class tests is two.

5.7   Dates for the end of semester examinations shall be published in the Institute's academic calendar approved by the Academic Committee of the Council.

5.8   Duration for end of semester theory / Practical examinations shall be at least three hours.

6.0   Conduct of Examinations

6.1   Overall co-ordination and control of the University Examinations shall be the responsibility of the office of the Controller of Examination (COE).

6.2   The Senate, in the manner it shall prescribe, shall appoint the examiners for University examinations.

6.3   The COE in charge shall have power to issue such instructions, notes or guidelines to candidates, invigilators and examiners of University examinations, as he/she shall deem appropriate for the proper, efficient and effective conduct of such examinations.

6.4   The instructions, notes or guidelines issued by the COE in charge under regulation 7.3 shall form part of and be as binding as these Regulations.

6.5   Subject to approval by the Senate, the Board of each College, School and Academic Institute shall make such internal examination regulation as are necessary for the proper conduct, management and administration of examinations in accordance with the specific requirements of particular degree, diploma, certificate or other award programmes of the College, School or Academic Institute, as the case may be.

6.6   End of semester examinations shall be coordinated and conducted under the control of the Dean/Director, of the respective Faculty/Institute/Directorate/Centre in collaboration with Head of Department.

6.7   All end of semester theory and practical (where applicable) examinations shall be examined for three hours. As far as possible no end of semester examination shall have sole examiner.

7.0   Examination Irregularities

7.1   All cases of alleged examination irregularities, including alleged unauthorized absence from examination, possession of unauthorized material in the examination room, causing

disturbances in or near any examination room and any form of or kind of dishonesty, destruction or falsification of any evidence of irregularity or cheating in examination, shall be reported to the Senate Undergraduate Studies Committee or to a College Academic Board/ Committee, which Committee/Board shall have power to summon the students and members of staff of the University, as it deems necessary and make decisions, subject to confirmation by Senate.

7.2   No unauthorized material shall be allowed into the examination room.

7.3   Subject to confirmation by Senate, any candidate found guilty of bringing unauthorized material into the examination room in any part of the examination process shall be deemed to have committed an examination irregularity and shall be discontinued forthwith from studies in the University.

7.4   Any candidate found guilty of cheating in relation to any part of the examination process shall be deemed to have committed an examination irregularity shall deem to have failed in the whole of that examination for that year and shall be discontinued from studies in the University, subject to confirmation by Senate.

7.5   Candidates are not allowed to enter examination venues without the approval/permission of the invigilator(s). A candidate found to have done so shall be reported to the COE and the fate of such a candidate may include being barred from sitting for the examination.

7.6   A candidate must carry both the identity and examination number cards, which must be shown to the invigilator(s) before entering the examination room. A candidate failing to show the two cards shall not be allowed to sit for the examination and the case shall immediately be reported to the COE. Such a candidate shall be considered to have attempted and failed the respective examination (hence awarded zero mark).

7.7   A candidate must present oneself to the Invigilator(s) and for examination in a manner in which he/she can be identified and matched up with the identity and examination number cards. A candidate failing to present oneself in a manner that allows his/her identity to be determined shall not be allowed to sit for the scheduled examination and the case shall then be reported to the COE. Such a candidate shall be considered to have attempted and failed the respective examination(s) (hence awarded zero mark).

7.8   A candidate who carries any type of unauthorized material(s) into examination premises and requests to surrender such materials to the Invigilators on his/her own accord before examination papers are distributed to candidates, shall be allowed to sit for examination after formally surrendering the items. Such a candidate shall be served with a written warning by the COE following the recommendations of the Examination Board. A

candidate who will be found to have committed such an offence twice shall be discontinued from studies.

7.9   A candidate who carries unauthorized material(s) into examination premises and declares to possess them after question papers have been distributed during the examination, shall be deemed to have possessed unauthorized materials. Such a candidate shall be required to surrender the item(s) to the invigilator and thereafter allowed to proceed with the examination and other subsequent examinations during the period of investigation of the case by the Examination Board.

7.10   Candidates shall not be allowed to borrow materials of any kind including calculators, rulers, statistical tables, pencils and pens among candidates during examinations. A candidate found to be involved in the act of borrowing or exchanging material(s) of any form during the examinations shall be deemed to have contravened university examination regulation and hence shall be required to surrender them to the Invigilator(s). Cases of such candidates shall be reported to the COE for investigation. Such a candidate shall however be allowed to continue with examinations during the period of investigation.

7.11   Save for medical, physiological or other justifiable reasons intimated before the start of examination, no candidate will be allowed to chew anything while in the examination venue. A candidate found to be doing so and refuses to produce exhibit of the material being chewed will be guilty of attempting to destroy evidence of possession of unauthorized materials while in the examination venue and his/her case shall be reported to the COE for investigation by Examination Board.

7.12   Any candidate found guilty of causing disturbance or any form of chaos near any examination room shall be deemed to have committed an examination irregularity and shall be evicted from the examination room immediately and may be prohibited by the COE from sitting for subsequent examinations and have failed in the whole of that examination for that year and shall be discontinued from studies in the University, subject to confirmation by Senate.

7.13   A candidate who starts to write before the official start of the examination as declared by the Invigilator(s) as well as one who continues to write after the official end of the examination shall be reported to the Examination Officer. Such a candidate shall be served with a letter of warning by the Examinations Officer. A candidate found to have committed a similar offence and who had been served with a letter of warning before shall be discontinued from studies.

7.14   In some examinations, the rubric may indicate that the question paper shall be collected

together with the answer book. In such cases no candidate will be allowed to go out of the examination room with an examination paper. Candidates who do not submit the question paper shall be deemed to have contravened a University Examination regulation and a valid penalty (such as non-marking of the answer book) as spelt out on the rubric shall apply.

7.15 No candidate will be allowed to go out of the examination room with a used or unused answer book. Possession of used or unused University examination answer book(s) shall be considered as an examination irregularity. Possession of these materials by other unauthorized people who are not students shall be dealt with in accordance with the law and University regulations.

7.16 Member(s) of staff of the same sex shall do body search of a candidate suspected of carrying unauthorized materials.

7.17 Candidates have the responsibility of reporting any alleged examination irregularities to the COE for investigation by the Examination Board.

7.18 The Examination Board shall investigate all cases of examination irregularities as directed by the COE upon receiving reports from invigilator(s).

7.19 The Examination Board, upon being tasked to investigate a case of examination irregularity, shall have the powers to summon candidates and members of staff, as it deems necessary.

7.20 In general, any candidate who will be proven to have cheated in any examination shall be discontinued from studies.

7.21 All cases of examination irregularities shall be concluded within three months of reporting to the COE.

7.22 Any candidate found guilty of commission of an examination irregularity and is aggrieved by the decision may appeal to the Senate in accordance with the provisions of regulation Appeal given in the Regulations.

7.23 In this regulation:

a. "Unauthorized material" includes any written or printed material that is generally or specifically prohibited from being brought into the examination room, cellular or mobile phones, radios, radio cassette or other types of players, computers, handbags, purses, books, soft drinks (except where water is permitted) and alcoholic drinks and any other material as may be specified from time to time by the university, the Principal of College, Dean of a School, Director of an academic Institute or Head of an academic department. A candidate found in possession of unauthorized materials shall be required to surrender the material(s) to the invigilator(s) and will be allowed to proceed with the examination and the case reported to the COE;

b. "Unauthorized Attire"; No candidate shall be allowed to enter an examination venue while wearing a cap, hat, sweater, pullover, jacket or overcoat. However, under special circumstances, such as medical grounds, and upon request, the COE can grant permission for a candidate to put on such attire during the examination(s). A candidate found with such attire during examinations shall be required to surrender the piece(s) of garments and the case reported to the COE for investigation. However, a candidate shall be allowed to continue with the examination and subsequent examinations during the period of investigation;

c. "Unauthorized Writing"; A candidate is not permitted to enter examination venue with any inscriptions on any body part or clothing that can be construed as an aid to answering examination questions;

d. "Unauthorized absence from examination" includes going out of the examination room, temporarily or otherwise, or staying out of the examination room for an unduly long period, without authorization or permission of the invigilator or one of the invigilators for the examination in question;

e. "Cheating in examination" includes any form or kind of dishonesty or destruction or falsification of any evidence of irregularity;

7.24 The Senate may impose such a lesser penalty on a candidate found guilty of commission of an examination Irregularity, depending on the gravity of the facts or circumstances constituting the offence, as the Senate may deem appropriate.

8.0 Plagiarism

8.1 A candidate who appropriates the writings or results of other persons, whatever the medium (text, written or electronic, computer programs, data sets, visual images whether still or moving) and then dishonestly presents them as his/her own shall be considered as guilty of plagiarism.

8.2 A candidate shall be deemed to have committed an act of Plagiarism if a supervisor, examiner, Head of Department, member of the various committees responsible for checking and certifying compliance to approved publication standards or any other person observes the following:

8.2.1 The candidate has submitted or presented the work of another person as his or her own;

8.2.2 The candidate has submitted the same, or substantially the same work more than once at the same or another institution;

8.2.3   The candidate has fabricated or falsified results/data;

8.2.4   The candidate has submitted false records, information or documents;

8.2.5   The candidate has omitted due acknowledgement of the work of another person;

8.2.6   There is collusion i.e. when two or more candidates collaborate to produce the same work submitted by each, without prior formal permission for such collaboration; and

8.2.7   The candidate has used, by payment or otherwise, a third party to produce Research Project report or any assignment write-up in whole or in part.

8.3   All cases of alleged plagiarism shall be reported to the COE who shall refer them to the Examination Board for investigation.

8.4   Depending on the extent or seriousness of the confirmed plagiarism, the following sanctions shall be applied:

8.4.1   REJECTION of the Research Project proposal, report or part thereof and therefore the candidate being required to re-write or re-take the research work.

8.4.2   DISCONTINUATION from studies

8.4.3   DEPRIVATION of a degree, non-degree award or any other academic credentials already awarded by the university

9.0   Publication of Results

9.1   The provisional results of candidates in every examination, arranged in a manner as prescribed by Senate or, on that behalf, as provided under examination regulations of the relevant University, College, School or academic Institute approved by Senate and not in conflict with these Regulations, shall be published by the COE soon after the Examination Board meeting but the results shall not be regarded as final until they are confirmed by Senate.

9.2   Publication and custody of the final approved examination results as approved by Senate shall be the responsibility of the DVC (Academic).

9.3   The results may be published on notice boards, newspapers, information systems or websites at the discretion of the relevant College/School/Institute. The anonymity of the student must be protected in publishing results e.g. using the student's registration number rather than names.

9.4   Senate shall confirm the results of examinations at a time to be determined by Senate.

9.5   The final Senate-approved results for each semester and for each academic unit shall be archived in hard-bound booklet with a serial number and date and in a PDF soft copy of the same number and date.

9.6   Feedback on Coursework Assessment (CA) must be continuously provided to students and the cumulative CA marks must be shown to students before they sit for the University Examination. A copy of the students' CA marks must be submitted to the Head of Department and COE at the same time.

10.0   Procedure for Examination Related Appeals

10.1   Candidates' appeals shall be lodged to respective Deans/HODs/Directors using special appeal forms for theory courses within two weeks from the date of publication of results.

10.2   No revaluation or remarking is permitted for practical courses.

10.3   Candidates may appeal for an independent assessment in cases of disagreement regarding the results obtained in an examination/evaluation conducted by University;

10.4   Candidates can apply for the photocopy of marked answer scripts by paying a fee prescribed within five days of the publishing result to the Deans/HODs/Directors using prescribed forms.

10.5   Candidates not satisfied with the marking, he/she can apply for re-valuation on payment of prescribed fee. On revaluation, if there is an increase in mark for passed candidate and candidates who failed before revaluation and passed, after the re-valuation fee paid will be refunded to the candidate. No refund of the fee for candidates who have failed before and failed after revaluation though there is an increase in marks.

10.6   The Examinations Appeal Committee of the University acts as an appeal board and the candidate may be present at an appeal hearing;

10.7   Appeals shall initially be considered by the Examination Appeals Committee and forwarded to the Examination Board.

10.8   Examination and Awards Committee may consider a maximum of two appeals for the same results. These two appeals must be made within six months of publication of the results.

10.9   The decision reached by the Examinations and Awards Committee of the University in an appeal is considered to be the final.

10.10   The Senate shall consider recommendations of the Examination and Awards Committee regarding appeals.

11.0   Appeals Fee

a.   All appeals shall be accompanied by an appeal fee charged per decision or subject as the Senate may from time to time prescribe.

b.   The appeal fee shall be not be reimbursed except for revaluation.

c. The same rates or any other rates as approved by relevant organs shall be charged for any further appeal decisions.

12.0 Answer Books and Preservation of Examination Scripts

12.1 On the cover of the University answer books there shall be a space for entry of the date of examination.

12.2 To forestall illegal use of examination answer books before and after examinations, invigilators should ensure candidates enter both the examination number and the serial number of the answer book in the candidate-signed examination list.

12.3 The University shall preserve examination scripts for the purpose of reference for a period of two academic semesters after the end of the respective examinations.

13.0 Disposal of Examination Answer Books and Other Scripts

13.1 Unless otherwise retained by University Library for archival purposes all used examination answer books can be destroyed after the expiry of 13 months following final decision of Senate on the examination concerned.

13.2 COE concerned shall, with respect to examination answer books:

a. Create and maintain adequate records of actions and transactions affecting examination answer books, ensure that those records are properly maintained while waiting for any appeal or final disposal;

b. Initiate the disposal procedures of those examination answer books for which there is no further need;

c. Initiate disposal of used examination answer books that have been stored by the departments for more than13months following respective Senate decision;

d. Identify and safeguard those examination answer books which are of enduring value and which should be preserved as archives and made available to the Library for research and public consultation;

e. Assist the University Library in selecting examination answer books designated for archiving purposes; seek expertise from University Library to assist in the sampling answer books ear- marked for archiving; designate a place or room as storage area for examination answer books awaiting appeals or final disposal;

f. Seek permission from the Vice Chancellor to dispose the examination answer books through DVC in charge of academics. The request shall indicate the courses (including the sat session and academic year) whose scripts are to be destroyed.

g. Witness and keep close control over final disposal of examination answer books to ensure the confidential nature of contents of answer books remain inviolate.

13.3 Pending final disposal, COE shall ensure all information contained in examination answer books remain inviolate and is protected from misuse or abuse.

13.4

a. Respective College, School or academic Institute Boards shall be responsible for prescribing under their special regulations clear guidelines for returning to the students graded courses, assignments, course essays, term papers and timed essays.

b. Unless otherwise retained for archival purposes, Departments shall also initiate the final disposal of such other examination scripts as essays, objective question papers, Laboratory works, models, studio papers or drawings that have been in retention or storage for the previous 13 months.

13.5

a. The DVC in charge of academics shall cause to be prepared a disposal and storage budget and designate the cartons of various sizes or descriptions, which shall be used by Heads of Departments for 13 months storage of examination answer books pending final disposal.

b. The cartons prescribed under sub-paragraph (a) above shall be so marked or labeled as to facilitate identification of the course, examination date, date of Senate decision, course coordinator and date when final disposal shall be due.

13.6 University Library shall keep maintain in any format including electronic, all answer books selected by departments and sent to the Library for archival purposes.

13.7

a. The DVC in charge of academics shall select and announce the best available practice in disposing of the examination answer books due for disposal;

b. Depending on such pertaining circumstances as privacy of information contained, cost involved and environmental considerations, the DVC in charge of academics may with respect to any batch due for disposal, direct:

    (i) The disposal by shredding and then disposed of by either burning or selling to recycling companies to be reused in producing other paper materials; or

    (ii) Used examination papers be entirely burnt to completion.

13.8 The Vice Chancellor on recommendation of the DVC in charge of academics shall be the principal executive officer responsible to order final disposal of any batch of examination

answer books.

13.9

   a.   Heads of Departments shall witness final disposal of itemized examination answer books and signify the disposal.

   b.   The report of Heads of Departments to the DVC in charge of academics through respective Principals/ Deans/Directors on disposal of examination answer books shall be accompanied with list of courses (including the sat session and academic year) whose scripts were destroyed.

14.0   Instruction to Candidate

14.1   These instructions should be read together with the above University regulations.

14.2   All students sitting for examinations shall be in possession of a valid Student ID card, which is to be placed on the top right- hand corner of the desk throughout the examination for Invigilators to check. Students without their ID card shall not be permitted entry to the examination room.

14.3   Candidates must acquaint themselves with the seating arrangement for their respective examinations in advance.

14.4   Candidates are advised to be at the examination centre at least fifteen minutes before the commencement of the examinations.

14.5   Candidates will be admitted by the invigilator to the examination room ten minutes before the time the examination is due to begin. Papers will be placed ready on the desks before they enter. They must not begin writing before they are told to do so by the Senior Invigilator. (Where large numbers of candidates are affected, invigilators may admit candidates to the examination room fifteen minutes in advance). During these ten minutes the Senior Invigilator will:

   a.   Make an announcement to the effect that all unauthorized materials should be removed from the examination room.

   b.   Make an announcement to the effect that candidates should satisfy themselves that they are in possession of the correct paper.

   c.   Call attention to any rubric at the head of the paper which seems to require attention.

   d.   Announce that both sides of the paper must be used. He/she will then tell students when they may begin writing. Candidates will be given a maximum of ten minutes to read the paper.

14.6   Candidates are not allowed to borrow or exchange items such as rulers, pens, pencils and calculators during the examination.

14.7   Candidates are permitted to do rough work on the scripts on the understanding that this is crossed through at the end of the examination.

14.8   Students who wish to leave the venue during an examination session must:

    a.   First ensure that the answer book(s) and papers bear their registration numbers, degree programme and course code (even if no attempt has been made to answer any question).

    b.   Raise a hand and wait for an invigilator and leave only when the invigilator has signified his/her assent and accompanies the student.

14.9   Candidates into the room may take no books, bags or attached cases. Candidates are not normally allowed to use their own logarithmic tables. (Candidates attention is specifically drawn to General University Examination **Regulation No. 7.1 to 7.3**). Students should bring only permitted items to the examination; the University assumes no responsibility for personal property lost in or near any examination room.

14.10   Once a student is found with unauthorized materials, he/she should sign on the materials to confirm they are his or hers.

14.11   No candidate will be permitted to enter the examination room after the lapse of thirty minutes from the commencement of the examination and no candidate will be permitted to leave the examination room until thirty minutes have expired.

14.12   A student denied admission to the examination under regulations 15.2 and 15.11 may apply to the College/ School/Institute for a special university examination; such application shall however be subject to scrutiny of the veracity of the claim.

14.13   At the end of the examination period, and on instructions from the Invigilator, candidates must stop writing and assemble their scripts, which they should personally hand to the invigilator unless instructed otherwise. Candidates must remain seated till the Invigilator tells them to leave the room. Apart from the examination paper, candidates are not allowed to take any examination material out of the examination room.

15.0   Instruction to Invigilators

Before the Examination

15.1   Persons other than course instructors shall invigilate university Examinations. Course instructors shall only be allowed in the examination room in the first ten minutes to provide clarifications on the examination questions, if any.

15.2 Invigilators should be present in the examination room at least twenty minutes before the commencement of the examination.

15.3 Invigilators will be provided with the following items by the Departmental (School for non-departmentalized schools) Examinations Officer:

a. The question papers to be attempted by candidates. ⌞SEP⌟

Note: Sealed envelopes containing question papers must be personally collected by each invigilator from the said Examinations Officer at least twenty minutes before the examination. All invigilators who have reported to the Examinations Officer within this period should immediately proceed to their respective examination room.

b. A list showing the names of the papers to be attempted in the room (This will be distributed to invigilators in advance).

15.4 Invigilators must ensure that ONLY ONE answer book is provided for each candidate unless the rubric on the question paper requires otherwise. The answer book must be filled before any additional paper is provided.

15.5 Question papers and any other material prescribed in the rubric (e.g. log-tables, charts etc.) should be set out by the invigilator with the help of the Internal Examiner.

15.6 Candidates must write their registration numbers and degree programmes on the cover page of the answer book before they start to write the examination.

15.7 Food, drinks (except where water is permitted-see below), cigarettes, laptops, recording or playback devices, and other electronic communication devices such as a cell or smart phones, bags, purses, hats, books attached cases, papers and other related items are not permitted in the examination room. The University assumes no responsibility for personal property lost in or near any examination room.

15.8 Students with approved health conditions may bring (transparent) bottled water into the examination room. Such students will have to be seated away from other students to avoid accidental spillage.

15.9 Invigilators should admit candidates to the examination room ten minutes before the commencement of the examination and they should ensure that they take the right places. Where big numbers of candidates are involved, invigilators may admit candidates to the examination room fifteen minutes in advance.

*Invigilators are requested to stick to this arrangement. During these ten minutes the invigilator should:

a. Make an announcement to the effect that unauthorized materials are not allowed in the examination room;

b. Make an announcement to the effect that candidates should satisfy themselves that they are in possession of the correct paper;

c. Call attention to any rubric at the head of the paper which seems to require attention;

d. Announce that, where this is practicable, both sides of the paper must be used. He/she should then tell students when they may begin writing. Candidates will normally be allowed a maximum of ten minutes to read the paper.

15.10   It is mandatory for all students sitting examinations to be in possession of a valid Student ID card, which is to be placed on the top right-hand corner of the desk throughout the examination for Invigilators to check. Students without their ID card shall not be permitted entry to the examination room, and shall be directed to the Principal/Dean/HOD/ to obtain a valid ID card.

15.11   Invigilators should not admit candidates to the examination room after half an hour from the commencement of the examination and should not permit them to leave the room until thirty minutes have expired.

During the Examination

15.12   At the commencement of the examination, invigilators should remind candidates to ensure that they are attempting the right examination paper.

15.13   At the end of the first half hour the total numbers present should be noted down. Invigilators should then collect the blank answer-books from all vacant places. The Internal Examiner should return spare question papers to the correct envelopes for collection. It is at this time that candidates should start to sign the examination attendance sheet. During the exercise, invigilators should also make sure that the photo on the candidate's ID card matches the candidate's face and that the registration number on the ID card is the same as the one written on the answer book.

15.14   Invigilators should minimize announcements during the examination.

15.15   An invigilator shall not allow candidates to borrow or exchange items such as rulers, pens, pencils and calculators during the examination.

15.16   During the examination, invigilators should ensure that candidates are provided with any additional requirements (e.g. scripts, blotting-paper, log-tables etc.). All rough work must be done in the Answer Book and crossed through.

15.17   No candidate should be permitted to leave his/her place during the examination except to leave the examination room.

15.18   A candidate may, with the permission of the Invigilator, leave the examination room briefly

only if accompanied by an assigned assistant Invigilator. Candidates will not be readmitted to the examination room after they have left the examination room unless, during the full period of their absence, they have been under approved supervision.

15.19 Permission to leave the examination room shall be granted in exceptional circumstances as invigilators are expected to remind candidates to go for short calls before they enter the examination room.

15.20 A candidate who contravenes the regulations and instructions governing the examinations, especially by unfair practices such a copying from or communicating with other candidates shall be reported immediately to the Examinations Officer.

15.21 Once a student is found with unauthorized materials, the invigilator should ask the student to sign on the materials to confirm that they are his/hers. PROVIDED that where a candidate/student refuses to sign on the material, the examination officer shall request another invigilator to witness and counter sign stating the candidate has refused to sign the material.

15.22 The candidate shall be informed that he/she has contravened the regulations and that he/she has been reported, but shall not be prevented from continuing with his/her paper. A written report must be sent to the Head of Department, through the Examinations Officer, including full details of the contravention. It is part of the invigilator's duty to move about the examination room as quietly as possible at frequent intervals.

15.23 Invigilators shall have the power to confiscate any unauthorized book; manuscript or other aid brought into the examination room and to expel from the examination room any candidate who creates a disturbance. They shall report to the Examinations Officer any case of a candidate suspected of giving or obtaining unauthorized assistance or of attempting to do so, and that officer shall have power to take any further steps he/she may consider necessary. He/she shall then report the matter to the COE.

15.24 Cases of illness during examination should be reported to the Examinations Officers as soon as possible for assistance.

At the End of the Examination

15.25 Invigilators shall not permit candidates to leave their places before their scripts have been collected. Candidates who wish to leave the examination room before the end of the examination shall hand over their scripts to the invigilator before leaving the examination room. At ten minutes before the conclusion of the examination period, the Invigilator shall announce the time remaining. Candidates may not leave their seats in the examination room after this time (except in case of emergency) until all papers have been collected. At the end

of the examination period invigilators shall instruct the candidates to stop writing and then collect all the scripts.

15.26   Invigilators shall enter the number of examination scripts collected from the candidates on the attendance sheet provided by the Examination Officer at the time of collecting the examination papers. Invigilators shall sign the said attendance sheet before they hand over all the scripts to the Internal Examiners (or their deputies) that must be present in the examination room at the end of the examination. On receipt of the scripts, Internal Examiners will check them and countersign on the collection form. The attendance sheets must be handed to the Examinations Officer at the end of each session.

15.27   Invigilators shall hand over all extra examination papers and answer books to the Examination Cell.

16.0   General Guidelines and Instruction

16.1   All candidates are required to be present within the examination premises 30 minutes before the scheduled time of the examinations.

16.2   No candidate shall be admitted to the examination room 30 minutes after the commencement of the examinations or leave the room within the last 30 minutes into the end of the said examinations. Permission to go out temporarily during the examination shall only be provided under special circumstances by the Invigilator.

16.3   A candidate reporting late (more than 30 minutes after the start of examination) shall be barred from sitting for the examination and his/her case reported to the COE.

16.4   A candidate who is barred from sitting for the scheduled end of semester examination for reporting late shall, upon the COE being satisfied with justifying reasons, be allowed to sit for the examination during the subsequent probation examination period.

16.5   In the case of continuous assessment test a candidate barred from sitting for a test for reporting more than thirty minutes after the start of the test for compelling reasons, may be allowed to do the missed test before the end of the semester. In the case where the candidate reporting late for a test had no compelling reason(s), such a candidate shall be considered to have attempted and failed the examination (hence awarded zero mark).

16.6   Internal Examiners (or their deputies) are required to attend in the examination rooms at the commencement of each period to assist the invigilators and to collect the scripts. Instructions, which the examiners (or their deputies) may wish to be give, should be announced by the invigilators.

16.7   The Use of Calculators in Examinations:

a.   Any calculator permitted to be taken into an examination must be hand-held, self-powered and noiseless. It must not make use of an audible alarm or facilities for 'wireless' transmission or reception of information.

b.   For examinations with College/School/Institute approved (standard) calculators, the examination invigilator will ensure that only the specified calculator is used for the examination; otherwise the instructors are responsible for ensuring that only the calculators they have specified are brought into the examination room.

c.   If a range of calculators is allowed in a test or examination, consideration be given to ensuring fairness by setting a test or examination which takes into account the differing capabilities of the calculators.

16.8"Examinations Officer" includes the Examination Officer's deputies.

17.0   Amendments

Amendments on examinations regulations shall be done from time to time as deemed necessary by the academic committee.

Note: In addition to examination regulations, postgraduate students are required to comply with University postgraduate guidelines.

C3.4.3   Progression

Progress from Year to Year

1.   Candidates who are full time students are required to pass a total minimum of 120 course credits in examinations in the academic year and attain a minimum overall GPA of 2.0 before proceeding to the following year of study.

2.   A candidate may be allowed to re-sit failed courses in Supplementary Examinations if he or she has attained an overall GPA of 1.8 or above in the First Sitting calculated in accordance with the credit weighting of individual courses. The maximum grade obtainable in a Supplementary Examination shall be the minimum passing grade i.e. 'C'.

3.   A candidate who fails to attain an overall GPA of 1.8 will be discontinued from the courses.

4.   A candidate who fails in examination(s) which is/are required to make the minimum pass credits for any academic unit after three attempts shall be BARRED from continuing into subsequent academic semester but shall be given the opportunity to retake the course(s) and examination(s) as last attempt when next offered. A candidate who fails to graduate

because of failing examination(s) after three attempts will be given the option of retaking the course(s) and examination(s) as last attempt when next offered.

5. No candidate shall be allowed to repeat any year of study on academic grounds, except with special permission or approval of the Senate upon recommendation of a College, School or academic Institute Board, and the Senate Undergraduate Studies Committee or a Constituent College Academic Board.

6. Carrying over of courses shall be guided by the following:

i. A candidate who scored an overall GPA pass mark of 2.0 or above after Supplementary Examination, may be allowed to carry over flexibly into the subsequent academic years such number of failed courses as are requisite for the fulfillment of the requirement of passing a total minimum number of course credits for the programme in compliance with **regulation 9.** The minimum overall GPA shall be calculated in accordance with the credits weightage of the individual courses.

ii. Carrying over failed courses into subsequent years shall imply repeating the failed courses in the subsequent years by fulfilling all requirements of the course.

iii. The maximum grade for a carried over course shall be the minimum passing grade i.e. 'C'.

iv. Carryover of elective courses will only be allowed in exceptional circumstances, normally only when those credits are needed to comply with **regulation 9.**

v. All carried over courses shall be cleared within the allowable maximum period of registration otherwise the student will be discontinued from studies. The maximum period of registration is five years for a programme that takes three years and six years for a four-year programme.

7. All candidates with pending supplementary or special examinations or with incomplete courses shall be evaluated assuming they would score the maximum attainable grade in the pending examinations and shall be discontinued from studies if they would not obtain the required minimum GPA.

8. A candidate with incomplete results for courses, which could not be completed by the end of the year for acceptable reasons, must complete the courses before he/she can be allowed to continue with studies of the following year.

9. Final year students who return to the University to clear a carryover or an incomplete shall pay tuition fees and relevant direct costs. Tuition fee shall be paid on a pro-rata basis depending on the number of course credits to be taken out of the annual 120 credits.

10. To qualify for a degree award, the cumulative total minimum number of course credits

shall be a multiple of the minimum number of course credits required per academic year under **regulation 1** for the duration of each degree programme. That is:

For a two - year degree programme, such cumulative total minimum shall be 240 credits.

For a three-year degree programme, such cumulative total minimum shall be 360 credits.

For a four-year degree programme, it shall be 480 credits and

For a five-year degree programme, it shall be 600 credits.

11. Provided that, subject to approval by the Senate, the internal examination regulations of a University, College, School or Academic Institute, shall provide for cumulative maximum number of course credits for which a candidate may register and take for credit.

C3.4.4 Degree Regulations

1. Regulation of Masters Programme

- The Regulations are applicable to all Masters Programme offered by Harvest University.

- The Provisions contained in this set of regulations govern the policies and procedures on the Registration of Students, imparting instructions of the course, conduct of the examination of Students 'performance and all amendments there to leading to the said Masters Programme.

- This set of Regulations for **Masters of Theology (M.TH)** of Harvest University, may evolve and get refined or updated or amended or modified or changed through appropriate approvals from the University Bodies, from time to time, and shall be binding on all parties concerned, including the Students, Faculty, and Staff of Harvest University, Zambia.

- **Title of the Course:** The course shall be called **Master of Theology**, which is abbreviated as **M.Th.** The Course will be offered by the Harvest University. The Institution shall revise from time to time, amend or change the Regulations, scheme of examinations and syllabus if found necessary

2. Structure of Programme

2.1 Every Programme will have a curriculum with a syllabus consisting of theory and practical such as:

2.1.1. General courses comprising basic and fundamental courses.

2.1.2. Core courses related to Programme outcome.

2.1.3. Elective courses for specialization in related fields.

2.1.4. Practical courses such as, laboratory work, field practice, industrial training, teaching practice, seminar presentation, project work, educational tours, fieldwork, camps etc.

2.1.5.   Extra-curricular and Co-curricular activities for character development.

2.2   Each course is normally assigned for a certain number of credits.

2.3   Each semester curriculum shall normally have a blend of up to a maximum of 5 theory papers and up to 2 practical papers.

2.4   For the award of the degree, a student has to earn a certain minimum total number of credits specified in the curriculum of the relevant branch of study.

2.5   It is mandatory for every student to participate in the extension programme to obtain two credits.

2.6   The medium of instruction, Examinations and project report will be only in English.

3.   Duration of the Programme

3.1   A student is normally expected to complete the 2 years Mater degree programme in 4 semesters of two academic years, but in any case, not more than 4 years from the time of enrolment.

3.2   The Senate or Academic Board can stipulate any other regulations from time to time.

4.   Requirement for Completion of a Semester

4.1   Only those candidates who fulfill the following conditions shall be deemed to have satisfied the requirements for completion of a semester:

4.1.1   A candidate for Master degree shall only be allowed to sit for the scheduled University examination(s) if he/she would have attended 85% of attendance of the course/course through lectures, seminars and tutorials; but for the practical sessions, a candidate must attain 95% attendance rate. A candidate who fails to attain at least 85% and 95% attendance rates for lectures/seminars and practicals in master degree respectively shall be required to retake the whole course/course when next offered.

4.1.2   However, with special permission a candidate with less than 85% but not below 75% of attendance for diploma and degree shall be deemed to have satisfied the conditions of attendance in a semester on medical or academic grounds subject to the approval of the College/Institution Academic Board / Faculty Board.

4.1.3   He / She should earn a progress certificate from the Head of the institution for having satisfactorily fulfilled all the conditions of courses pertaining to a particular semester, as prescribed from time to time.

4.1.4   A student who has no fee default shall be deemed as eligible to obtain the progress certificate

4.1.5   His / Her conduct should have been good and out of reproach. The Head of the institution should duly certify the conduct.

5. **Conditions for Appearing for End Semester Examinations**

A candidate shall be permitted to appear for the end semester examination of the current semester only if he / she satisfies the semester completion requirements and registers his /her name for examination in all courses of that semester including supplementary courses if any.

C3.4.5 Degree Classification

C3.4.5.1 Classification of Degree

1. For purposes of the final classification of degrees and where applicable, a five point system shall be used in averaging the final grades.

2. The letter grades will be assigned points as follows:

   A   B+   B   C   D   E

   5   4   3   2   1   0

UQF Level 8 Degree		
Grade	**Definition**	**Suggested Score Range**
A	Excellent	70 – 100
B+	Well Above Average (Very Good)	60 – 69
B	Above	50 – 59
C	Average (Satisfactory)	45 – 49
D	Below Average (Poor)	40 – 45
F	Failure	0 – 39
I	Incomplete	

3. Approved courses given for each degree shall be appropriately weighted in terms of credits.

4. To get the score for each course multiply the points, as in 2 by the weights, as in 3.

5. The total score for the degree shall be the total score for all countable courses constituting the minimum number of course credits for the degree, computed as in 4.

6. The Grade Point Average (GPA) for the degree shall be computed by dividing the total score in 5 by the total weight obtained under 3 and truncating down to one decimal point.

7. A cumulative grade point average (CGPA) shall also be computed for each student by

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dividing the total number of grade points earned by the students during the attendance at the university/college by the total number of credit hours he/she has completed in the university/college.

8. Cumulative Grade Point Average (Cum GPA): The summation of grade points of all credit subjects divided by the total number of credit hours taken by a student beginning from his admission till the last examination held, i.e.

$$\text{Cumulative GPA} = \frac{\text{Sum of } (P \times N)}{\text{Sum of } N}$$

Where P represents a grade point assigned to a letter grade scored by the student in a subject and N represents the number of credit hours associated with the subject.

9. The final classification shall be as follows:

Class	Grade	CGPA Range
Distinction (First Class)	A	4.4 – 5.0
Merit (Upper Second Class)	B+	3.5 – 4.39
Credit (Lower Second Class)	B	2.7 – 3.49
Pass	C	2.0 – 2.6

10. Award of Honours Degree: A degree with honours shall be awarded to a candidate obtaining a First division where the candidate has passed all examinations at first sitting without supplementary examination or carry over in any particular academic year.

C3.4.5.2. Award
A candidate shall qualify for the award registered for if:

1. He/She has successfully completed all courses for the award and achieved a minimum cumulative Grade Point Average (GPA) equivalent to pass.
2. He/She has passed all industrial practical training courses / Teaching Practice / etc.
3. He/She has passed projects (where applicable).
4. He/She has paid required fees / cleared their no dues.
5. He/She has fulfilled any other terms and conditions established by the Council.
6. The Board of Examiners in the University upon its satisfaction that the standard required under relevant regulations for the award of a degree, diploma, certificate or other award, as the case may be, has been attained by a candidate in University examinations applicable

to him/her, may recommend to Senate through the relevant Examination Board that such degree, diploma, certificate or other award be conferred upon or granted to such successful candidate.

7. The Senate may confer degrees and grant diplomas, certificates or other awards of the University on or to candidates who satisfy and are recommended in accordance with regulation 6 for such conferment or grant by, the Board of Examiners in a College, School or academic Institute.

C3.4.5.3.   Certificates, Certification and Transcripts

1. The Senate shall issue certificates for degrees, diplomas, certificates or other award to such candidates as shall be declared to have satisfied the appropriate Board of Examiners and shall have been recommended to and approved by the Senate for the conferment or grant of such degree, diploma, certificate or other award.

2. A certificate shall be issued only once for the same degree or award.

3. Upon application for a transcript, a student or former student shall be given a transcript of his/her academic performance record. The transcript shall be charged a fee as the Council may from time to time prescribe. Any finalist student desirous of obtaining a transcript(s) shall submit an application for a transcript(s), a clearance form and one passport size photograph for the preparation of transcript(s).

4. The final grades of all courses taken by a student shall be entered in the transcript.

5. A student is required to verify the grades/information on his/her transcript/certificate before accepting it. Once taken, no certificate/transcript shall be returned for correction.

6. A fee payable as Senate may from time to time prescribe shall be charged for certifying each copy of a degree certificate and academic transcript.

C3.4.5.4.   Loss of Certificate

In case of loss or partial destruction of the original certificate or a copy thereof, the students should submit the application to DVC Academic in writing. The University may issue a copy of an Award Certificate & Consolidated Statement of Marks in case of loss of the original on the following conditions:

a. The applicant must produce evidence that the loss had been adequately publicly announced, including a written report from the Police.

b. The applicant produces a sworn affidavit.

c. The replacement of certificate will not be issued until a period of 3 months from the submission of applications.

d. The certificate or transcript so issued shall be visibly marked "DUPLICATE" A non-refundable fee of US$ 50 or equivalent for Award Certificate and US$ 30 or Equivalent for Consolidated Statement of Marks shall be charged, for a copy of the certificate or transcript issued.

e. A fee prescribed from time to time by council shall be charged for the copy of certificate issued.

D.   DECLARATION

I *Mr. Lloyd Nsingo* Confirm that the information I have given in the Application Form is true.

Signature   :

Designation   :   Registrar

Date   :

Witness

Name   :

Signature   :

Designation   :
Date   :

Appendix 1

Course Descriptions

E.   Course Description

Year 1: 180 Credits

Course Code	Course Name	Hour Distribution					Credits
		IS	A	L	T	P	
310MTH111	Spiritual Formation	2	4	4	2	0	18
310MTH112	Old Testament Literature	2	4	4	2	0	18
310MTH113	Community Development and Planned change	2	4	4	2	0	18
310MTH114	Advanced Chaplaincy	2	4	4	2	0	18
310MTH115	Major World Religions	2	4	4	2	0	18
Total Contact Hours							**900**
Total Credits							**90**
Course Code	**Course Name**	**Hour Distribution**					**Credits**
		IS	A	L	T	P	
310MTH121	Systematic Theology	2	4	4	2	0	18
310MTH122	New Testament Literature	2	4	4	2	0	18
310MTH123	Contemporary Theology & Leadership	2	4	4	2	0	18
310MTH124	World Christianity	2	4	4	2	0	18
310MTH125	Research Methodology	2	4	4	2	0	18
Total Contact Hours=(20hrs/week*15week)=600							**900**
Total Credits							**90**
Grand Total Credits							**180**

E1.0   Description of the First Year Courses

E1.1   Course Code: 310MTH111   **Course Name:** Spiritual Formation

E1.1.1 Background & Rationale

This course is a study of spiritual formation with a focus on reformative and integrative means of shaping students' lives. Students will be exposed to biblical and historical ways of describing spiritual formation. They will study historic Christian means for personal formation such as prayer, meditation, study and fasting; and means for corporate formation through spiritual friendships, mentoring, cell groups and community devotional life. It will also include study of devotional classics by early church fathers, medieval holy men and women, Zambian Christian giants and pioneers of formation in African contexts.

E1.1.2 Learning outcomes

At the end of the course students will be able to:

1. Explain what Christian spirituality is.

2. Compare one of the five traditional Christian spiritualities with the spirituality of their own background.

3. Practice meditation, prayer and fasting.

4. Develop a spiritual friendship over a period.

5. Summarize a spiritual formation classic.

6. Set personal goals for reformative and integrative formation.

E1.1.3 Course Content

Unit 1: The Nature of Christian Spirituality

1.1 Influence of theological, personality, denominational and worldview factors

Unit 2: Corporate and Personal Means

2.1 Reformation and integration; prayer, meditation, spiritual friendship, silence, study; personal goal setting; chapel and cell group participation

Unit 3: Spiritual formation and the Bible

3.1 Biblical images of spiritual formation

Unit 4: Reformative and Integrative Formation through Christian history

4.1 The streams of traditional Christian spirituality – including contemplative, holiness, charismatic, social justice, evangelical, incarnational

4.2 Selected representative men and women of God

E1.1.4 Assessment

Continuous Assessment   30%

Assignment   20%

End Semester Examination 50%

E1.1.5 Prescribed Textbooks

1. Sherbino, David. *Renew: A Basic Guide For A Personal Retreat.* Toronto: Castle Quay Books, 2015.

2. Sherbino, David. *Re-Connect: Spiritual Exercises to Develop Intimacy with God.* Toronto: Castle Quay Books, 2013

3. Calhoun, Adele, Spiritual Disciplines Handbook: Practices that Transform Us. Downers, Grove, IL: IVP, 2005. ISBN-10: 0830833307

E1.1.6 Recommended Textbooks

1. Tripp, Paul and Lane, Timothy, How People Change. Greensboro, NC: New Growth, Press, 2008. ISBN 13:9781934885536
2. Benner, David, Sacred Companions: The Gift of Spiritual Friendship & Direction. Downers Grove, IL: IVP, 2002. ISBN-10: 083083270X

E1.2   Course Code: 310MTH112   **Course Name:** Old Testament Literature

E1.2.1. Background & Rationale

The Old Testament is composed and collated over a period of one and a half millennia. Thus, it is composite, both in terms of authorship and dating. Secondly, its content is set against and interacts with the socio-cultural, politico-economic and religious milieu of Ancient West Asia over a time period spanning two millennia. These realities result in the gap between the here-and-now of the 21st century Zambian reader and the then-and-there of the Old Testament. This course endeavors to bridge this gap, so that the reader, whether within the Judeo-Christian tradition or otherwise, can be better equipped to engage with the text.

E1.2.2. Learning outcomes

At the end of the course students will be able to:

1.   Framework the text of the Old Testament with its historical background.

2.   Apply the Old Testament into his present context with a clear appreciation for its use in its historical context

E1.2.3. Course Content

Unit 1: The Old Testament Canon

1.1 The tripartite Canon-the formation and closure of the Torah, Nebuiim and Ketubim

1.2 The languages of the Old Testament

Unit 2: Background to the Old Testament

2.1 World History covering the first and second millennia BCE

2.2 The socio-cultural background in terms of people groups

2.3 Archaeology and its contribution to the Old Testament

Unit 3: The Books of the Old Testament

3.1 A book-by-book synopsis of content

3.2 The literary structuring of each book

Unit 4: The Theological Themes of the Old Testament

4.1 The concepts and themes of each book

4.2 An overview of the major themes of the Old Testament

E1.2.4. Assessment

Continuous Assessment   30%

Assignment   20%

End Semester Examination 50%

E1.2.5. Prescribed Text Books

1. Biblical   Literature,   2010.   (93   s.)   Full   text: https://www.sbl-site.org/assets/pdfs/pubs/IVBS-jonker2010.PDF (downloaded 2018-02-28)

2. Holter, Knut: Contextualized Old Testament Scholarship in Africa. Nairobi: Acton, 2008. (115 p.)

3. Vanhoozer, Kevin J. (ed.). Theological Interpretation of the Old Testament: A Book by Book Survey.

E1.2.6. Recommended Text Books

1. Dube, Musa W. (ed.): Other Ways of Reading: African Women and the Bible. Atlanta: Society of Biblical Literature, 2001. (250 p.)

2. Segovia, Fernando: Decolonizing Biblical Studies: A View from the Margins. Maryknoll: Orbis, 2000.

3. Kaiser, Walter C. Jr. A History of Israel: From the Bronze Age Through the Jewish Wars.

4. Alter, Robert and Frank Kermode (eds). The Literary Guide to the Bible.

E1.3. Course Code: 310MTH113   **Course Name:** Community Development and Planned change

E1.3.1. Background & Rationale

The course allows opportunities that converse about analysis of the development process, global models and thoughts which emphasize the analysis of poverty; and response to the situation of poor countries. In tandem to this, the effects of globalization will be discussed.

The course emphasizes strengths-based and empowerment-oriented community development utilizing planned change model that engage community members as active participants in the capacity building process. There is an inclusion of social development, assets-based community development, and family based community development, etc. The course looks at the principles and practices including problem-solving strategies and skills such as consensus building, participatory planning, stakeholder organizing, and the creation of collaborative partnerships.

The course teaches practice skills in planning, selecting tactics, implementing an advocacy campaign, and evaluating outcomes.

E1.3.2. Learning outcomes

At the end of the course students will be able to:

1. Understand basic theories, concepts and principles that drive social development and change
2. Know asset based and strength based community development
3. Understand, the forces that contribute for the social change to occur
4. Identify the forms and types of change models in historical perspectives
5. Gain the knowledge how development concepts diffuse in human behavior and interaction
6. Understand and analyze the relation between community development and social development-Knowing the interfaces
7. Develop the skills to analyze social development issues
8. Develop skills and techniques to influence the social development policies in Zambia
9. Develop skills to conduct monitoring, evaluation and critique of social development projects

E1.3.3. Course Content

Unit 1: Brief Overview about Community

1.1 Defining community, Theories of Community: Understanding Function and Process - Human Ecology Approach - Social System Approach - Culture and Shared Meanings Approach - Interactional Perspective; Community and Wellbeing, Community Development Issues and Concepts - Community, culture and Economic development, Community Development Vs Social development, Sustainable community development concepts and challenges; Social network and Social Capital

Unit 2: The Evolution of Community Development Theories and Practice

2.1 Evolution of Community Development Theory, Community development Theories, Community Development and Human Rights, Community development and change - Assessing Community for influencing change, Community Visioning and Citizen participation, Challenges

theologian / Mission workers face while working with communities and Mechanisms of overcoming the challenges.

Unit 3: The macro political Context: Political Ideologies, globalization and growing inequality in Community Development

3.1 Introduction: Concepts and Terminology, Political ideology and its Type, Globalization Versus localization, Social justice injustice, and inequality; Social and Economic inequalities, impacts of ideology and Globalization

Unit 4: Community Organizations & Social Movements

4.1 Strategies for Achieving Community goals, Participatory Budgeting; A tool for Community development, Community Development workers in social agencies.

Unit 5: Community and Social Development Policies in Zambia

5.1 Social development Policies in Zambia, Features of Zambian social development Policies, Challenges in drafting, enacting and applying social development policies in Zambia.

E1.3.4. Assessment

Continuous Assessment   30%

Assignment   20%

End Semester Examination 50%

E1.3.5. Prescribed Text Books

1. Yan, Miu Chung (2004) "Bridging the Fragmented Community: Revitalizing Settlement Houses in the Global Era," *Journal of Community Practice*, Vol. 12(1/2).

2. Nancy Fraser, Nancy (2005) "Reframing Justice in a Globalizing World," *New Left Review*, 36,pp. 69-88.

3. International Federation of Settlements and Neighbourhood Centres (IFS) (2005) *Building Inclusive Communities*, IFS.

E1.3.6. Recommended Text Books

1. Wilkinson, K., P. (1999). The community in Rural America. Middleton, WI, Social Ecology press

2. Ramsay, M. (1996). Community, Culture and Economic development. The Social roots of local Action. Albany: NY, Sunny Press Series.

E1.4. Course Code: 310MTH114   **Course Name:** Advanced Chaplaincy

E1.4.1. Background & Rationale

This course is designed to help students understand the biblical nature of chaplaincy, comprehend the various types of chaplaincy ministry professions, explain the historical development of the chaplaincy from the early biblical days to today's chaplaincy, understand the legal foundations of chaplaincy, illustrate the key roles of chaplains, and appraise key issues surrounding the chaplain ministry today. This course also encourages the learners to understand the various rituals and ceremonies related services offered by chaplaincy and its relevance in community life.

E1.4.2. Learning outcomes

At the end of the course students will be able to:

1. Become familiar with chaplaincy care in diverse ministry settings
2. Understand how education, endorsement, and certification contribute towards professional chaplaincy
3. Formulate a theology of pastoral care applied to chaplain ministry
4. Understand the importance of chaplaincy in Christian life
5. List services offered by chaplaincy related to Rituals and ceremonies
6. Encounter and explore the association of professional chaplains code of ethics and standards of practice
7. Discern whether chaplaincy is a personal ministry fit

E1.4.3. Course Content

Unit 1: Foundations in Chaplaincy

1.1 Chaplaincy: Then, Now and Next

1.2 The Paths to Professional Chaplaincy: Framing Outcome – oriented Chaplaincy

1.3 Developing a Personal Theology of Pastoral Care

1.4 Chaplains: On the front-lines of Faith

Unit 2: Ceremonies in Chaplaincy

2.1 Marriage in the Chaplaincy

2.2 Ceremonies of belonging

2.3 A time of grief

2.4 Ceremonies of thanksgiving

Unit 3: Ethics & Standards

3.1 Introducing the common Code of Ethics for Spiritual Care Professionals.

3.2 Surveying The Standards of Practice for Professional chaplains

3.3 Personal Theology of Pastoral Care

Unit 4: Formation of Chaplaincy Skills I

4.1 Health Care Chaplaincy – Introducing spiritual assessment, Interventions, Charting and Care plan

4.2 Spiritual Care at End of Life – Spiritual care in Grief and Loss

4.3 Work place Chaplaincy – The practice of Listening & Presence

4.4 Correctional Chaplaincy – Spirituality Care of TBI and Behaviorally Ill

4.5 Military Chaplaincy – Spiritual Care of Soul / Morally Injured

E1.4.4. Assessment

Continuous Assessment   30%

Assignment   20%

End Semester Examination 50%

E1.4.5. Prescribed Text Books

1. Swift, C., Cobb, M., & Todd, A. (Eds.) (2016). A handbook of chaplaincy studies. New York: Routledge.

2. Forster-Smith, L.A. (Ed.). (2013). College and university chaplaincy in the 21st century:

3. Cadge, W. (2013). Paging god: Religion in the halls of medicine. Chicago: University of Chicago Press. 978-0226922119.

E1.4.6. Recommended Text Books

1. Ellison, K.P. & Weingast, M. (Eds.) (2016). Awake at the bedside: Contemplative teachings on palliative and end-of-life care. Somerville, MA: Wisdom Press.

2. Fitchett, G. and Nolan, S. (2015). Spiritual care in practice: Case studies in healthcare chaplaincy. London and Philadelphia: Jessica Kingsley Publishers. 978-1-84905- 976-3.

3. Giles, C. A. and Miller, W. B. (Eds.) (2012). The arts of contemplative care: Pioneering voices in Buddhist chaplaincy and pastoral work. Somerville, MA: Wisdom Publications. ISBN 978- 0-86171-664-7.

E1.5. Course Code: 310MTH115   **Course Name:** Major World Religions

E1.5.1. Background & Rationale

This surveys the history and teachings of the major world religions, especially religions popularly practiced in Zambia. This course includes a phenomenological study of religions in society through the scriptures, traditions, rituals, symbols, social practices and other constituent elements. Students will be required to report on a field trip to sites associated with major world religions.

E1.5.2. Learning outcomes

At the end of the course students will be able to:

1. Understand world religions in their classical, modern and contemporary expressions, including tribal and village religions in the Zambian context.

2. Understand and appreciate the religious experience of people of other faiths and overcome misconceptions of beliefs, practices and ways of life of others.

3. Critically think on issues related to their cultural heritage and roots thereby enabling students to acquire the evaluative aspect of the learning outcomes.

4. Participate in the struggle for an inclusive human community, overcoming attitudes of narrow fanaticism or shallow friendliness through developing intra and inter-faith dialogues and activities.

E1.5.3. Course Content

Unit 1: General Introduction

1.1 Definition and Characteristics of religions

1.2 Various approaches to the study of religion

1.3 Social and Cultural significance of religion

Unit 2: Theories of Origin of Religions

2.1 Characteristics of Primal Religions

2.2 Rites connected with human life

2.3 Nature of Village/ Tribal Religions

2.4 Contemporary influence on Primal Religions

Unit 3: Introduction, History, Socio-political conditions, and Later Development of Various Religions

3.1 Hinduism, Islam, Buddhism, Jainism, Sikhs, Parsis, Christianity and Judaism.

Unit 4: Religious Beliefs, Rituals and Practices, Literature, and Ethics, in Various Religions

4.1 Hinduism, Islam, Buddhism, Jainism, Sikhs, Parsis, Christianity and Judaism.

E1.5.4. Assessment

Continuous Assessment   30%

Assignment   20%

End Semester Examination 50%

E1.5.5. Prescribed Text Books

1. G.F. Moore. History of Religions.

2. E.E. Kellett. A Short History of Religions.

3. Y Masih. A Comparative Study of Religions.

4. Mary Pat Fishers. Religions Today.

E1.5.6. Recommended Text Books

1. W.R. Martin. Kingdom of the Cults.

2. Goldman, R.T. (1968).Readiness for Religion. London: Routledge.

3. Mitchell, B. (1973). The Justification of Religious Beliefs. London: Macmillan

4. A. Zechariah. Major Religious and Secular Movements in India.

5. Nicol Macnicol. The Living Religions of the Indian People.

6. P. S Daniel and others. Religious Traditions of India

E1.6. Course Code: 310MTH121   **Course Name:** Systematic Theology

E1.6.1. Background & Rationale

This course provides an introduction to and systematic overview of Christian beliefs, enabling a student to understand reformative and integrative theology. The course includes looking at the nature of and appropriate methodology for theology; the nature of authority and human faith, inspiration of the Bible, God's activity of revelation, what God is like, creation, humanity, Christ, the Holy Spirit, salvation, church and God's goal for history of reformation and integration. Exploration of these issues will pursue applications to current issues in Zambia.

E1.6.2. Learning outcomes

At the end of the course students will be able to:

1. Describe the God in whom Christians believe in careful, Trinitarian and biblical ways.
2. Explain why the Bible is seen as the prime source of authority for Christian thinking.
3. Describe the person and work of Jesus Christ.
4. Describe the Holy Spirit's work in salvation and God's goal in history.
5. Understand God's love for humanity more

E1.6.3. Course Content

Unit 1: God, Revelation and Authority

1.1 Nature, scope and importance of theology

1.2 Nature of appeals to authority

1.3 Inspiration

1.4 Incomprehensibility of God

1.5 The need for revelation; general and special revelation

1.6 The doctrine of the Trinity

Unit 2: Creation, Humanity and Sin

2.1 Creation ex nihilo

2.2 Imago dei

2.3 Nature and transmission of sin

Unit 3: Jesus Christ and Atonement

3.1 The person and work of Jesus

3.2 Understandings of atonement

3.3 Death, resurrection and ascension of Christ

Unit 4: The Holy Spirit and Salvation; Church and God's Mission

4.1 Person and work of the Holy Spirit

4.2 Biblical metaphors of salvation

4.3 Approaches to understanding salvation

4.4 Predestination

4.5 Justification

4.6 Biblical metaphors of the church

4.7 Mission

4.8 Eschatology

E1.6.4. Assessment

Continuous Assessment   30%

Assignment   20%

End Semester Examination 50%

E1.6.5. Prescribed Text Books

1. Grudem, Wayne. *Systematic Theology*. Grand Rapids: MI. Zondervan,1994.

2. Wayne Grudem. Systematic Theology.

3. Alister McGrath. Christian Theology: An Introduction

4. John Calvin, Institutes of the Christian Religion (Westminster/John Knox, Battles translation), 464-1008. (II.12.1—III.25.12).

5. Westminster Confession of Faith and Catechisms (WCF 8-20, 24, 32-33; WLC 36-60; 67-90; and WSC 20-90).

6. Donald Macleod, The Person of Christ (Intervarsity Press).

E1.6.6. Recommended Text Books

1. John R. Stott. Evangelical Truth, A Personal Plea for Unity.

2. Mano Emmanuel. To Faith Add Understanding: An Introduction to Christian Doctrine.

3. John Murray, Redemption Accomplished and Applied (Eerdmans).

4. Anthony J. Carter, Blood Work: How the Blood of Christ Accomplishes our Salvation (Reformation Trust).

5. Louis Berkhof, Systematic Theology (Eerdmans).

E1.7. Course Code: 310MTH122   **Course Name:** New Testament Literature

E1.7.1. Background & Rationale

The New Testament is widely accepted by all Christians as the primary witness to life and teachings of Jesus and the nascent Christian movement. It is valuable not only as the major witness to the religious experience of the earliest Christian communities but also for its reformative impact in shaping human civilization since the time of Jesus.

E1.7.2. Learning outcomes

At the end of the course students will be able to:

1. engage in the academic study of the New Testament.
2. appreciate the Socio-Historical context of the first century CE and its impact on the formation of the NT and the Christian movement.
3. discover and appreciate the literary diversity of the New Testament.
4. familiarized with and appreciate the primary themes of the New Testament and their reformative value.
5. critically apply the major values of the NT in the current Zambian context

E1.7.3. Course Content

Unit 1: The Setting of Jesus and the Gospels as Literature

1.1 The Historical and Religious Setting of Jesus and the Early Church

1.2 The Literary Genre and Origin of the Gospels

1.3 Outline and themes of Mark, Matthew and Luke

1.4 The Fourth Gospel

Unit 2: Who was Jesus? And the Book of Acts

2.1 The Quests for the Historical Jesus

2.2 The Teachings and Aims of Jesus

2.3 History and theology in the Book of Acts

Unit 3: Paul and his Letters

3.1 Paul the Apostle and Letter Writer

3.2 Paul's Letters to Galatians, Philippians, and Romans

3.3 Paul's Letters to Thessalonians, Corinthians

Unit 4: Other Letters, Apocalypse and Canon

4.1 Paul the missionary theologian

4.2 Hebrews, James,1 & 2 Peter and the Johannine Letters

4.3 Apocalyptic Literature

4.4 The Canon of the New Testament

E1.7.4. Assessment

Continuous Assessment   30%

Assignment   20%

End Semester Examination   50%

E1.7.5. Prescribed Text Books

1. Stuhlmacher, Peter. Biblical Theology of the New Testament. Grand Rapids, MI: Eerdmans, forthcoming 2018.

2. Beilby, James K. Thinking About Christian Apologetics: What It Is and Why We Do It. Downers Grove, IL: IVP Academic, 2011. (180 p.)

3. David Wenham and Walton, S. Exploring the New Testament: Vol. 1: Introducing the Gospels and Acts.

4. Howard Marshall and Travis, S. Exploring the New Testament: Vol. 2: The Letters and Revelation.

5. Paul J. Achtemeier, Joel B. Green and M. M. Thompson. Introducing the New Testament: Its Literature and Theology.

E1.7.6. Recommended Text Books

1. Porter, Stanley E. Paul: His Life, Thought, and Letters. Grand Rapids, MI: Eerdmans, 2016. Selection of approximately 200 p.

2. McGrath, Alister. Christian Theology: An Introduction. Oxford: Blackwell, 2010, chapters 9-18. (280 p.)

3. Howard Marshall and Travis, S. Exploring the New Testament: Vol. 2: The Letters and Revelation

4. David Wenham and Walton, S. Exploring the New Testament: Vol. 1: Introducing the Gospels and Acts.

5. Lee Martin McDonald and Stanley E. Porter. Early Christianity and its Sacred Literature

6. Luke Timothy Johnson. The Writings of the New Testament.

E1.8. Course Code: 310MTH123   **Course Name:** Contemporary Theology & Leadership

E1.8.1. Background & Rationale

This course explores aspects of leadership for building the church and the nation of Zambia in the twenty- first century. Although this is done from a Christian perspective, many principles, values and practices are valid for other forms of leadership too. The hallmark for Christian leadership is servant leadership, modeled on Jesus who came to live among humankind as a servant in order to accomplish God's purposes and show how to live as God intend.

E1.8.2. Learning outcomes

At the end of the course students will be able to:

1. give evidence of their belief that they really do possess latent leadership gifts and talents and that they can be released to seize opportunities.
2. express the desire to cultivate such confidence and ambition in themselves.
3. write a manifesto, which gives evidence of aspiring
4. acquire knowledge about the value of leadership

E1.8.3. Course Content

Unit 1: Models of Leadership

1.1 The nature of leadership—character-based, action-based, group relationship-based Servant leadership

Unit 2: Principles and Values of Leadership

Unit 3: Change and innovation in Leadership

3.1 Understanding organisations

3.2 Leading change

Unit 4: Mentoring

4.1 Developing the next generation of leaders

E1.8.4. Assessment

  Continuous Assessment   30%

  Assignment   20%

  End Semester Examination 50%

E1.8.5. Prescribed Text Books

1. Graham Houghton. 2014. Christian Leadership: An Anthology.
2. J. Oswald Sanders. 1974. Spiritual Leadership.

E1.8.6. Recommended Text Books

1. John Henry Jowett. 1983. A Daily Meditation.
2. Graham Houghton. 2014. Christian Leadership: An Anthology.

E1.9. Course Code: 310MTH124   **Course Name:** World Christianity

E1.9.1. Background & Rationale

This course is a study of the history of Christianity from its inception to the present, highlighting important personalities, movements, and issues arising out of the history, seen in the concrete contexts of politics, economics and social, the impact of Christianity upon its environment and the impact of environment upon Christianity. This course makes students to understand and appreciate the complex, rich and varied Christian heritage worldwide from a historical and missiological perspective. In addition to that, the students are able to identify, evaluate and apply relevant methods/strategies for the growth of the present day Church.

E1.9.2. Learning outcomes

At the end of the course students will be able to:

1. demonstrate a satisfactory understanding of the historical context of the origin and development of Christianity in the early centuries.
2. outline the doctrinal controversies which rocked the early church and the subsequent development of Orthodoxy.
3. discern the strengths and weaknesses of the relationship between Church and State over the centuries.
4. explore the various cultural forms of Christian faith as witnessed in different parts of the world and at different times.
5. trace the rise of modern missionary movement and the rapid expansion of Christianity in the last three centuries.
6. reflect upon the lessons learnt from history pertinent to the growth of the Church in Zambia today.
7. identify the challenges and problems facing today's Christianity.

E1.9.3. Course Content

Unit 1: Christian History from its Inception to the Seventh Century.

1.1 The Spread of the Christianity

1.2 Organization and Institutional Development Theological Development

1.3 Development or Worship Pattern, Rise of Liturgy

Unit 2: Christianity During the Middle Ages.

2.1 Spread of Christianity

2.2 The Rise of Christendom

2.3 Development of Leadership

2.4 Division of the Church's

Unit 3: Christianity During the Late Middle Ages, especially the movements for Reformation of the Churches.

3.1 Socio-political and Religious Developments that Occasioned Protestant Reform Movements

3.2 Catholic Reform Movements

3.3 Results of Reform Movements

Unit 4: Christianity during the Modern and Post Modern Periods

4.1 Worldwide Spread of Christianity

4.2 The Rise of Critical Study of the Bible and Modern Theological Movement Movements for

4.3 Cooperation and Christian Unity

4.4 Pentecostal and Charismatic Movement

E1.9.4. Assessment

Continuous Assessment   30%

Assignment   20%

End Semester Examination 50%

E1.9.5. Prescribed Text Books

1. Hrangkhuma. 1996. Introduction to Church History.
2. Tim Dowley (ed.). 1990. A Lion Handbook: The History of Christianity.

E1.9.6. Recommended Text Books

1. Adrian Hasting (ed.). 2000. A History of Christianity.
2. Bruce L. Shelley. 2013. Church History in Plain Language.

E1.10. Course Code: 310MTH125   **Course Name:** Research Methodology

E1.10.1. Background & Rationale

The course presents the scientific basis for qualitative research design, research methods, and systematization and key concepts. It explicates different ways of generating data, analytical procedures and different traditions of interpretation. Processes related to openness, contextualization, the involvement of users, the potential influence of the researcher, and ethical responsibility is clarified.

The course also provides a scientific basis for quantitative methods, an introduction to key concepts, different types of design and methods for collecting quantitative data. Applications, possibilities and limitations for different designs and methods are discussed. It also introduces different traditions of analysis

The course prepares the students for writing the master's thesis and has a focus on increasing student information skills. The course also addresses ethical challenges related to research involving vulnerable groups, and addresses key principles and guidelines for research ethics and in an interdisciplinary perspective.

E1.10.2. Learning outcomes

At the end of the course students will be able to:

1. Demonstrate profound knowledge of various philosophy of science and knowledge-based principles and of hermeneutical traditions of textual interpretation

2. Acquire advanced knowledge of essential characteristics of qualitative and quantitative research designs and research methods

3. Design an independent and limited research project in which science theory, qualitative and / or quantitative research methods are reflected and applied

4. Generate and analyze data according to scientific methods that are relevant for the candidate's own field of study

5. Analyze and critically reflect on research projects and the relevance of scientific articles for one's own field of study

6. Evaluate and disseminate general research ethical requirements within either the humanities, social science or health science research tradition

7. Demonstrate an introductory grasp of the skill of academic writing.

E1.10.3. Course Content

Unit 1:

1.1 Scientific and professional knowledge.

1.2 Central traditions in science and knowledge theory: empirical traditions, hermeneutics, phenomenology and social constructivism.

Unit 2:

2.1 Various methods for generating qualitative data, such as interview, field studies, document analysis.

2.2 Analysis of qualitative data and presentation of findings

Unit 3:

3.1 Various methods for generating quantitative data. Principles for operationalization of variables and methods for selection procedures.

3.2 Statistical analysis and presentation of quantitative data

3.3 Research ethics

Unit 4: Academic Writing

4.1 Style and coherence issues; The Style Guide: formatting and source citation

E1.10.4. Assessment

Continuous Assessment	30%
Assignment	20%
End Semester Examination	50%

E1.10.5. Prescribed Text Book

1. Okasha, Samir. Philosophy of Science: A Very Short Introduction, Oxford: Oxford University Press, 2016 (140 p.)

2. Hammersley, Martyn and Paul Atkinson. Ethnography – Principle in Practice (3rd ed.). London: Routledge, 2007. (266 p)

3. Kvale, Steinar and Svend Brinkmann. Interviews. Learning the Craft of Qualitative Research Interviewing (3rd ed.), chp. 6-8. Los Angeles: Sage, 2014. (62 p)

4. Silverman, David. Interpreting Qualitative Data. A Guide to the Principles of Qualitative Research (5th ed.), chp. 5-6. Los Angeles: Sage, 2014. (54 p)

E1.10.6. Recommended Text Books

1. Atkinson, Paul and Amanda Coffey. "Analysing Documentary Realities". In Qualitative Research. Issues of Theory, Method and Practice, ed. David Silverman (3rd ed.). London: Sage, 2011. (16 p) 19

2. Drønen, Tomas Sundnes. "Anthropological Historical Research in Africa: How Do We Ask?" in History in Africa 33 (2006): 137-153. (16 p)

3. Canning, John. Statistics for Humanities. Brighton, 2014.

Year 2: 60 Credits

Course Code	Course Name	Hour Distribution					Credits
		IS	A	L	T	P	
310MTH211	Research Project – Phase I	5	5	0	1	10	30
Total Contact Hours							**300**
Total Credits							**30**
Course Code	**Course Name**	**Hour Distribution**					**Credits**
		IS	A	L	T	P	
310MTH221	Research Project – Phase II	5	5	0	1	10	30
Total Contact Hours=(26hrs/week*15week)=390+ 210							300
Total Credits							**30**
Grand Total Credits							**60**

E2.0 Description of the Second Year Courses

E2.1. Course Code: 310MTH211/221   **Course Name:** Research Project – Phase I & II

E2.1.1. Background & Rationale

An independent research project – resulting in a thesis of 60 ECTS – is part of 3rd & 4th Semester of two years Master of Theology program ("Master's thesis").

The research work / thesis writing is supposed to be completed in two Semesters, and the subject of the thesis should be located in a theological discipline that has received a specialization at the higher / Master's level, or in two such disciplines in an interdisciplinary way. In the middle of the Semester before the Semester that is set aside for the research work / thesis writing, the student shall submit a project description. The project description should contain a preliminary work title, the research problem, current research, relevant theories and methodology, the need for collection of data and a brief outline of the planned thesis. In cases of a thesis requiring fieldwork during the winter break, the project description must be submitted even earlier in the first quarter of the Semester. The faculty, which appoints a member of its academic staff as supervisor, must approve the project description.

The thesis should be written with 1.5-line spacing, 2.54 cm margins and in Times New Roman 12 points (10 points for footnotes). The length of the thesis should be 25.000 words (+/- 10%). The thesis should be written in English language. The faculty will set a deadline for submission of theses each Semester.

E2.1.2. Learning outcomes

At the end of the course students will be able to:

1. demonstrate that they have specialized knowledge in the field of the thesis, as a basis for original thinking and research
2. demonstrate that they have acquired a critical awareness of knowledge in the field of the thesis and at the interface between this field and other fields
3. demonstrate that they have achieved specialized problem-solving skills in the field of the thesis and practical competence in relevant research methods and analytical tools
4. express advanced theoretical and empirical knowledge in the form of academic writing
5. demonstrate advanced research ethical capabilities within the field of the thesis

6. transfer the experience from the field of the thesis to other fields that are complex, unpredictable and require new strategic approaches

7. take responsibility for contributing to professional knowledge and practice in the wider field of the thesis

E.2.1.3. Course Content

Work and Teaching Methods

Supervision:

The faculty will appoint a supervisor, with whom the student will be able to discuss the selection of literature and different analytical approaches towards the project. The supervision should contain the following elements:

- In the beginning of each Semester, the faculty will organize a start-up seminar, with the purpose of initiating processes of project planning.

- When the project proposal is approved and a supervisor is appointed, a supervision contract is signed by student and supervisor.

- Student and supervisor together make a detailed plan for the project, including an estimated deadline for the different chapters.

- Normally, student and supervisor meet four to six times during the project period. The meetings may be organized through skype or email, if by both parties agreed upon this. The supervisor may decide to conduct the supervision in groups of students.

- The total supervision, which includes meetings and the supervisor's reading of thesis text, equivalents twenty-five hours.

- The process of supervision normally ends one week before the deadline for the submission of the thesis.

The research work / thesis writing process:

- Drafts should be sent to the supervisor in due time before scheduled meetings.

- The supervisor may, in consultation with the student, ask a second reader to review and respond to individual chapters.

- Concerning the style of the thesis, the student should use HU's "General Guidelines for Writing Master and PhD Theses" (available at HU Library). The number of words required (25,000 words +/- 10%) does not include front-page, abstract, table of contents and bibliography.

Submission and grading of the thesis:

- The thesis should be submitted to the faculty in three bound copies and one electronic version.

- Deadline for submission will be at 12:00 a.m. at a date to be specified by the faculty.

- If the thesis is not submitted within this deadline for any other reason than health problems documented by a medical certificate, grading (and graduation) will be postponed to the following term.

Compulsory Activities

- A start-up seminar in the beginning of the term that comes before the term set aside for research work / thesis writing. The start-up seminar will initiate processes of project planning and update bibliographical competence. The compulsory activity must be completed before submission of the thesis.

E2.1.4. Assessment

Project Report	40%
Project Evaluation	40%
Viva Voce	20%

E2.1.5. Prescribed Text Books

1. Oliver, Paul. "Doing a literature search". In Succeeding with Your Literature Review: A Handbook for Students, by Paul Oliver, 39-57. Berkshire, England: McGraw-Hill: Open University Press, 2012. (18. p.)

2. Neville, Colin. "Plagiarism". In The Complete Guide to Referencing and Avoiding Plagiarism, by Colin.

3. Judith Bell. Doing your Research Project. 2005.

E2.1.6. Recommended Text Books

1. Neville, 28-43. Maidenhead: Open University Press, 2010. (15. p)

2. How to Do Your Research Project. A Guide for Students. Gary Thomas - University of Birmingham. 2017.

APPENDIX 2

Teaching Staff Curricula Vitae

NAME: VICTOR MWILA

SCHOOL: School of Theology

CURRENT POSITION: Full-Time Lecturer-Dean

COURSES TAUGHT

- Contemporary Theology & Leadership

- Research Methodology

ACADEMIC QUALIFICATIONS

- **2020 (May) to May 2021:** Greenlight University- Doctor of Philosophy (PhD) in Management and Leadership.

- **2016 (March) to December 2018:** Ph. D, Doctor of Philosophy (Religious Studies), Greenlight University.

- **2017 (June) to November 2019**: Doctor of Christian Leadership and Management, Logos University, Jacksonville, Florida.

- **2015 (June) to September 2016:** Master of Science (Religious Studies), Greenlight University, Lusaka, Zambia.

- **2015 (August) to June 2017**: Master of Theology, Logos University, Jacksonville, Florida.

- **2012 (September) to June 2015**: Bachelor of Christian Education, Logos University, Jacksonville, Florida.

- **2018 (August) to Date:** Paglory University- Bachelor Degree in Religious Education and English.

- **2019 (February) to February 2020**: Postgraduate Diploma in Teaching Methodology, Greenlight University, Lusaka, Zambia

- **2001 (January) to November 2002**: Diploma of Biblical Studies, Kaniki Bible University College, Ndola, Zambia.

PROFESSIONAL MEMBERSHIP

- Member-Teaching Council of Zambia (TCZ).
- Professional Member - Zambia Monitoring and Evaluation Association (ZAMEA).

ACADEMIC EMPLOYMENT HISTORY

- **2021 (January) to April 2021-** Teaching Practice- David Ramushu Secondary School, Kabwe, Central Province of Zambia.
- **2019 to May 2021-** Head of Religious Education in the faculty of Humanities and Social Sciences at Greenlight University.
- **2017 (July) to December 2020-** Part-time Lecturer/Supervisor for Bachelors and Masters Students at Logos University in Zambia.
- **2015 (June) to June, 2017-** Part-time Lecturer/Supervisor for Diploma and Bachelors Students at the center of Harvest University in Kabwe, Zambia.

PROFESSIONAL EMPLOYMENT, EXPERIENCE AND CONSULTANCY HISTORY

- **2018 (March) to March, 2020**: Chief Executive Officer -Through the Roof Zambia Limited (NGO)
- **2020 to May 2021:** Vice Chairperson at Kabwe Christian Ministers Fellowship, Central Province of Zambia.

RESEARCH INTERESTS

-World Religions

- Systematic Theology

PUBLICATIONS (last 5 years)			
Books	Chapters	Journals (referred)	Conference papers (Refereed)
2		3	-

NAME: LAWRENCE B CHIBUYE

SCHOOL: School of Theology
CURRENT POSITION: HOD- Programme Coordinator (FT)

COURSES TAUGHT

- Introduction to Sociology
- Synoptic Gospels
- Old Testament Theology
- Theology of New Testament

ACADEMIC QUALIFICATIONS

- 2016 - DATE   PH. D Miami International Seminary, USA
- 2005-2007   University of Pretoria/Cape Town Seminary, Cape Town/ Pretoria, South Africa MA Practical Theology
- 1996-1999 Baptist Theological Seminary of Zambia, Lusaka, Zambia Bachelor of Theology
- 1987-1991 Mpatamatu Secondary School, Luanshya, Zambia   School Leaving Certificate

PROFESSIONAL MEMBERSHIP

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ACADEMIC EMPLOYMENT HISTORY (including Honorary and Adjunct Positions)

- 2015- DATE   *Pastor   Jubilee Church Lusaka*
- 2012- 2015   *International Bible University College of Zambia, Chongwe Zambia Dean of Students*
- 2011- 2012   Chawama Baptist Church, Lusaka, Zambia *Senior Pastor*
- *2010 - 2011*   Leadership Training/Music and Worship Minister Fair View Baptist Church, Lusaka
- 2001- 2010   Christain Vocation Training Centre, Lusaka , Zambia: LECTURER
- 1996- 1999   Highlands Baptist Church, Lusaka, Zambia
  Senior Pastor
- 1993-1995   Kalulushi Baptist Church, Kalulushi, Zambia *Youth Pastor*
- 1993-1995   Ministry of Education, Kalulushi Basic School, Kalulushi, Zambia *Untrained School Teacher (Temporal Employment)*

PROFESSIONAL EMPLOYMENT, EXPERIENCE AND CONSULTANCY HISTORY

- NIL

RESEARCH INTERESTS

- Gospel Ministry

PUBLICATIONS (last 5 years)

Books	Book Chapters	Journal papers (refereed)	Conference papers (Refereed)
0	0	0	0

NAME: MISHECK NYIRENDA

SCHOOL: School of Theology
CURRENT POSITION: Lecturer (PT)

COURSES TAUGHT
- HERMENEUTICS
- BIBLICAL HEBREW II AND III
- EXPOSITION OF HEBREWS
- INTRODUCTION TO GREEK I AND I

ACADEMIC QUALIFICATIONS

- PhD Hebrew study group: 2002-2006
- Master in Translation Studies: 2013-2017
- Bachelor of Arts in Pastoral Studies and Missions: 1990-1994
- Diploma in Agriculture (animal science): 1980-1983

PROFESSIONAL MEMBERSHIP
- Member of linguistics and biblical Hebrew committee
- Member of the society of biblical literature
- Member of the advisory group-international fellowship of mission as Transformation-Africa region
- Member of the old testament society of south Africa

ACADEMIC EMPLOYMENT HISTORY (including Honorary and Adjunct Positions)

- Registrar-Chreso university-2014-2019
- Head of faculty of theology and leadership/acting Registrar -2011-2014
- Lecturer –North rise university-2007

PROFESSIONAL EMPLOYMENT, EXPERIENCE AND CONSULTANCY HISTORY

- 1999-2000-professor's assistant –regent college
- 2003-2004-president-african and Caribbean Christian fellowship
- 2005- visiting lecturer-pan Africa Christian college-Harare
- 2007- visiting lecturer-trans-Africa theological college-Kitwe
- 2008-2010- associate minister-Nairobi Pentecostal church-Kenya
- 2012-Adjuct Professor – Justo Mwale University-Lusaka
- 2010-2014- Ubs Translation Consultant

- 2010-2014- Lay Minister-North Mead Assembly of God-Lusaka
- 2014- Present -Global Translator Advisor
- 2018- Research Fellow, University of Free State-South Africa
- 2019-Visiting Professor –St Paul's University-Limuru-Kenya

RESEARCH INTERESTS

-Hebrew studies

PUBLICATIONS (last 5 years)

Books	Book Chapters	Journal papers (refereed)	Conference papers (Refereed)
0	0	1	-

NAME: NAMUHUMBA M. LEONARD

SCHOOL: School of Theology

CURRENT POSITION: Part-Time Lecturer

COURSES TAUGHT

-Community Development and Planned change

-New Testament Literature

-Systematic Theology

ACADEMIC QUALIFICATIONS

• PhD in **THEOLOGY** with Specialization in Spiritual Theology, Teresianum University – Rome, **ITALY** – 2008

• MA in **INTEGRATED COUNSELLING PSYCHOLOGY** – 2017, Texila American University, (TAU) (Currently Doctoral Student – Guidance and Counselling Psychology with TAU) – **ZAMBIA/GUYANA**

• Licentiate (MA) in **THEOLOGY** with specialization in Spiritual Theology, Teresianum University – Rome, **ITALY** – 2003

• Certificate in Mental Therapy and Spiritual Direction, Teresianum Institute of Spirituality, Rome - **ITALY** – 2002.

• Baccalaureate Degree (BA) in Theology - Urbaniana University, Rome – **ITALY/ZAMBIA**, 1994.

• Diploma in Philosophy (Dip Phil)- St Augustine's Major Seminary – Kabwe, **ZAMBIA** - 1991

• Spiritual Formation and Human Development - Emmaus Spirituality Centre - **LUSAKA** -1987 - 89

PROFESSIONAL MEMBERSHIP

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ACADEMIC EMPLOYMENT HISTORY

• 2000 – 2001 – *Visiting Lecturer and Formator* (Prayer and Human Development) at Emmaus Spirituality Centre - Zambia

• July 2008 - 2012 - *Visiting Lecturer* (Prayer and Human Development) - Emmaus Spirituality Centre - LUSAKA

• July 2008 – 2015 – *Lecturer in Theology*, Spiritual Director – St Dominic's Seminary - LUSAKA

• January 2013 – 2015 - *Lecturer* at Kalundu International Study Centre - LUSAKA

- August 2015 – 2016 *Lecturer (designate)* at Catholic University of Eastern Africa (CUEA). 2017 – (to date) – *Visiting Lecturer* – St Dominic's Major Seminary - LUSAKA

PROFESSIONAL EMPLOYMENT, EXPERIENCE AND CONSULTANCY HISTORY

- April 2020 (to date) – *National Education Secretary* – Zambia Conference of Catholic Bishops (ZCCB)

- August 2015 – 2016 - *Vice Rector* AMECEA College of BLESSED BAKANJA, Nairobi - KENYA

RESEARCH INTERESTS

-World Religions
- World Christianity

PUBLICATIONS (last 5 years)

Books	Chapters	Journals (referred)	Conference papers (Refereed)
			-

List of Courses Taught by the School of MTH and their Lecturers/Course Coordinators
DR. VICTOR MWILA - DEAN

COURSE CODE	COURSES TITLE	LECTURERS
YEAR 1: SEMESTER I		
310MTH111	Spiritual Formation	Dr. Mischeck Nyirenda
310MTH112	Old Testament Literature	Rev. Chibuye
310MTH113	Community Development and Planned change	Rev. Leonard
310MTH114	Advanced Chaplaincy	Rev. Chibuye
310MTH115	Major World Religions	Dr. Mischeck Nyirenda
YEAR 1: SEMESTER II		
310MTH121	New Testament Literature	Rev. Leonard
310MTH122	Systematic Theology	Rev. Leonard
310MTH123	Contemporary Theology & Leadership	Dr. Victor Mwila
310MTH124	World Christianity	Dr. Mischeck Nyirenda
310MTH125	Research Methodology	Dr. Victor Mwila
YEAR 2: SEMESTER III		
310MTH211	Research Project – Phase I	Dr. Victor Mwila
YEAR 2: SEMESTER IV		
310MTH221	Research Project – Phase II	Dr. Victor Mwila