

QUALIFICATION SPECIFICATION							SECTION A
QUALIFICATION DEVELOPER		Assembly Bible College (ABC)					
TITLE	Diploma in Biblical Theology: Church Ministry				NCQF LEVEL	6	
FIELD	Humanities and Social Science			SUB-FIELD	Biblical Theology		
New qualification		√	Review of existing qualification				
SUB-FRAMEWORK	General Education			TVET		Higher Education	√
QUALIFICATION TYPE	Certificate			Diploma	√	Bachelor	
	Bachelor Honours			Master		Doctor	
CREDIT VALUE						361	
RATIONALE AND PURPOSE OF THE QUALIFICATION							
<p>Rationale for the Qualification</p> <p>Throughout the pre-colonial and colonial era, even up to contemporary times, religious organizations have made a significant contribution to the development of education in Botswana (Moorad, 1993; Mautle, 2001). Botswana is a highly religious society, with Christianity dominating (Kgosimore, Sebolai, Macheng & Mabote, 2011).</p> <p>The role of the church's teachings in society embodies a great deal of an educative institutions as it teaches the society social aspects of life (B. Akiiki (1984):</p> <ul style="list-style-type: none"> ▪ morality, ▪ behavioral patterns instruct on ethics such as justice, injustice, loving your neighbors, ▪ Lectures against jealousy, and righteousness. ▪ teaches against youth's shameless beer drinking before elders, insulting others, quarreling and fighting with elders. <p>Religious teachings fight against the collapse of a solid family structure:</p> <ul style="list-style-type: none"> ▪ Recorded low rates of marriages and high rates of cohabitation owing to the collapse of solid family structure (Kgosimore, et al. 2011, <i>census analytic data report</i>). ▪ Most church denominations cater to the welfare, health, prosperity, and well-being of the society (B. Akiiki , 1984). ▪ Fights against Polygamy and promote family unity (Sales, 1973.). <p>Churches' link with the Government fight against youth problems (Hon. B. K. Temane, <i>National Youth Policy 1996</i>):</p> <ul style="list-style-type: none"> ▪ Botswana recognizes the Church as one of the civil society which is hoped to help eliminate most of the problems faced by youth. <p>The church and other religious institutions (Gaborone, 2008; <i>advisory committee of Ntlo ya Dikgosi and Botswana Council of Churches on Social Values</i>):</p> <ul style="list-style-type: none"> ▪ Are agents for spiritual and moral guidance, spiritual counseling, societal changes, and ▪ Enhance requisite moral regeneration. ▪ Spread the message of 'unity' and promote a democratic society (Botswana's Vision 2016). <p>In Botswana faith and religion are (Vision 2036 Presidential Task Team, 2016, p.27):</p> <ul style="list-style-type: none"> ▪ foundational to build society's moral and ethical standards for social development and cohesion. 							

- part of the fabric that holds society together,
- expected to safeguard morality, promote tolerance, and assure progressive governance.
- instrumental in providing services such as medical treatment, leadership, orphan care, education.
- accorded the respect to play a meaningful role in Botswana's socio-economic development" (Vision 2036, p.28).
- Fundamental in promoting the principle of *Botho*.

Purpose

This qualification primarily has a professional orientation which equips learners with the values, knowledge and skills that will enable or enhance meaningful participation in society, contribute towards developing sustainable communities, provide a basis for learning in further education and training, and establish a firm foundation for the assumption of a productive and responsible role in the workplace. This qualification is designed to equip candidates with skills and knowledge to

- Clearly understand Christianity and the bible and how it relates to mankind.
- Be able to read, interpret and teach the Bible and the message behind it.
- Guard and guide the church, through understanding the bible and its contents.
- Deliver in their evangelistic outreach

Further, the qualification enhances candidates' ethical morals and spiritual uplifting.

ENTRY REQUIREMENTS (including access and inclusion)

Minimum Admission Requirements

- Certificate V, NCQF level 5 (General Education or TVET), or Certificate IV, NCQF level 4 with at least 20 credits at NCQF level 5.
- Applicants must have completed secondary (BGCSE or Certificate IV) or equivalent with 36 points. Equivalency may be based on transcripts from another institution or records from a school system of another country.

QUALIFICATION SPECIFICATION		SECTION
B		
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA	
<p>Acquire the theoretical knowledge and understanding of concepts and issues related to different aspects of human being (Knowledgebase).</p> <p>Related Courses/Modules</p> <ul style="list-style-type: none"> ▪ Abundant Life in the Son: A Study of Salvation ▪ Old Testament Survey ▪ New Testament Survey ▪ A Biblical Theology of Worship 	<ul style="list-style-type: none"> ▪ Demonstrate a given factual and/or conceptual knowledge base with emphasis on the fields of Biblical Theology, Pastoral Ministry, Cross-cultural ministry, General Education and appropriate terminology. 	

<ul style="list-style-type: none"> ▪ A Study in the Book of Hebrews ▪ Pneumatology: The Person and Work of the Spirit ▪ God and Angels ▪ Acts: The Spirit of God in Mission ▪ Eschatology: End-Time Events ▪ A History of the Church in Africa: Pentecostal Perspective ▪ Bible Geography: Encountering the Land of the Bible 	
<p>Understand the applicability of conceptual frameworks and principles to practical dimensions of people's living (Ethical issues).</p> <p>Related Courses/Modules</p> <ul style="list-style-type: none"> ▪ Spiritual Disciplines and Formation ▪ The Church's Response to the HIV/AIDS Crises ▪ Biblical Role of Women ▪ Biblical Principles of Marriage 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of ethical issues in current areas of study and is able to discuss these in relation to personal beliefs and values. ▪ Demonstrate the values ethical standards.
<p>Possess the ability to integrate new knowledge into own practice and evaluate the practical value of different approaches to Biblical Theology, Pastoral Ministry, Cross-cultural ministry, General Education, and leadership management (Analysis, Synthesis, Evaluation, Learning resources, and Self-evaluation).</p> <p>Related Courses/Modules</p> <ul style="list-style-type: none"> ▪ Principles of Teaching ▪ Introduction to Academic Writing: Writing and Reading for Success 	<ul style="list-style-type: none"> ▪ Demonstrate the ability to analyze with guidance using given classifications/principles. ▪ Demonstrate skills collect and categorize ideas and information in a predictable and standard format. ▪ Demonstrate the ability to evaluate the reliability of data using defined techniques and/or tutor guidance. ▪ Exhibit the competencies to work within an appropriate ethos and can use and access a range of learning resources.

	<ul style="list-style-type: none"> ▪ Apply skills to evaluate own strengths and weakness within criteria largely set by others.
<p>Manage information, collect appropriate data from a range of sources and undertake simple research tasks with external guidance (Management of information).</p> <p>Related Courses/Modules</p> <ul style="list-style-type: none"> ▪ Church Finance: Managing Ministry Resources ▪ Introduction to Academic Writing: Writing and Reading for Success ▪ The Life of Christ in the Synoptic Gospels 	<ul style="list-style-type: none"> ▪ Demonstrate the ability to manage information, collect appropriate data from a range of sources and undertake simple research tasks with external guidance.
<p>Apply given tools/methods accurately and carefully to a well-defined problem and begins to appreciate the complexity of the issues in the discipline (Problem-solving).</p> <p>Related Courses/Modules</p> <ul style="list-style-type: none"> ▪ Principles of Counselling ▪ Conflict Resolution ▪ Hermeneutics: Interpreting the Bible ▪ The Corinthian Letters: Unity Amid Diversity 	<ul style="list-style-type: none"> ▪ Demonstrate the ability to apply given tools/methods accurately and carefully to a well-defined problem and begins to appreciate the complexity of the issues in the discipline. ▪ Exhibit the ability to apply one's knowledge into the appropriate situation. ▪ Demonstrate the ability for problem analysis and problem-solving ability.

<p>Increase skills in writing, and public speaking and awareness of the importance of the ministry of speech in all areas of life in all human cultures (Communications Skills).</p> <p>Related Courses/Modules</p> <ul style="list-style-type: none"> ▪ Expository Preaching ▪ Introduction to Academic Writing: Writing and Reading for Success ▪ Preparing and Preaching Bible Messages ▪ Evangelism: Fulfilling the Great Commission ▪ How to speak in public ▪ Children ministry ▪ The Psalms and Wisdom Literature: Guidelines for Worship and Living ▪ The Bible and church 	<ul style="list-style-type: none"> ▪ Demonstrate how to write and communicate effectively in a format appropriate to the discipline(s) and report practical procedures in a clear and concise manner ▪ Demonstrate the effective oral and written communication skills.
<p>Attain professional attributes for contemporary leadership (Autonomy in skill use).</p> <p>Related Courses/Modules</p> <ul style="list-style-type: none"> ▪ Leading Christian Organizations ▪ Pastoral Ministry: The Work and Role of the Minister ▪ People and beliefs ▪ A Biblical Theology of Missions ▪ Apologetics ▪ Church ministry Attachment 	<ul style="list-style-type: none"> ▪ Exhibit the capacity to take responsibility for own learning with appropriate support ▪ Demonstrate the knowledge to apply leadership theories, and competencies to practice servant leadership as a model for effective leaders. ▪ Exhibit knowledge on biblical leadership principles, and provides practical help with major leadership functions. ▪ Demonstrate the ability to act with limited autonomy, under direction or supervision, within defined guidelines. ▪ Demonstrate the skills to work effectively with others as a member of a group and meet obligations to others. ▪ Demonstrate the capacity for critical self-reflection, and facility to apply theories and ideas to practice.

	<ul style="list-style-type: none"> Exhibit the values of accountability and commitment to continuing professional development
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QUALIFICATION STRUCTURE			
		SECTION C	
		Level	Credits
FUNDAMENTAL COMPONENT Subjects / Units / Modules / Courses	Introduction to Academic Writing: Writing and Reading for Success	5	6
	Orientation and Learning Strategies	7	10
	A History of the Church in Africa: Pentecostal Perspective	6	7
	Leading Christian Organizations	6	10
	Bible Geography: Encountering the Land of the Bible	7	10
	Church Finance: Managing Ministry Resources	6	10
	Principles of Teaching: Discovering How to Make Learning Happen	7	10
	How to Speak in Public	7	10
	Conflict Resolution	7	10
	The Church's Response to the HIV/AIDS Crises	6	10
	Expository Preaching	7	10
CORE COMPONENT Subjects / Units / Modules / Courses	Abundant Life in the Son: A Study of Salvation	6	10
	People and Their Beliefs	6	10
	Children's Ministry: Strategies for Making Young Disciples	6	7
	Old Testament Survey	7	10
	New Testament Survey	7	10
	A Biblical Theology of Worship	6	7
	A Study in the Book of Hebrews	7	10
	Pneumatology: The Person and Work of the Spirit	7	10
	Preparing and Preaching Bible Messages	7	10
	God and Angels	6	10
	The Life of Christ in the Synoptic Gospels	7	10
	The Biblical Role of Women	6	10

Acts: The Spirit of God in Mission	7	10
Hermeneutics: Interpreting the Bible	7	10
A Biblical Theology of Missions	7	10
Evangelism: Fulfilling the Great Commission	7	10
Pastoral Ministry: The Work and Role of the Minister	7	10
Church Ministry Attachment	7	14
Spiritual Disciplines and Formation	7	10
Biblical Principles of Marriage	7	10
Principles of Counselling	7	10
Apologetics	7	10
The Corinthian Letters: Unity Amid Diversity	7	10
Eschatology: End-Time Events	6	10
The Psalms and Wisdom Literature: Guidelines for Worship and Living	7	10
The Bible and the Church	7	10
Total Credits		361
Rules of combinations, Credit distribution (where applicable):		
Not Applicable		

ASSESSMENT & MODERATION ARRANGEMENTS

Pre-assessment Moderation

Before administering any assessments that contribute towards the award of credits moderation must take place. This should entail but not limited to the following:

- Ascertaining that the assessment strategy to be used is appropriate for the learning outcome to be assessed
- Ascertaining that the assessment instrument adequately captures the learning outcomes against which assessment is to be carried out
- Ascertaining whether the assessment tasks or questions can enable the assessor to collect sufficient evidence that is typical of relevant exit level descriptors.
- Checking if the cover page contains all necessary information
- Checking if the assessment installment layout is appropriate and that wording of assessment tasks or questions is appropriate.
- Checking if the assessment criteria or rubrics is consistent with the learning outcomes against which assessment is to be done.

Post-assessment Moderation

Moderators must verify that the assessment has been done in compliance with assessment principles.

This should include the following:

- Checking if all scripts have been assessed using the same criteria.
- Verifying if assessment judgments and decisions have been done consistently
- Checking if calculation of marks has been done correctly
- Checking if necessary, records and reports have been completed.

Sampling Procedure for Moderation

The total number of scripts to be sampled depends on the total number of candidates. If the number of candidates is 15 or less the moderator should go through all the papers. For more than 15 candidates, the sample shall be 15 candidates plus 10% of the remaining total number of Scripts. The sample should be representative of the population of candidates in relation to performance gender, etc.

Moderation reports

A moderation report shall capture but not limited to the following:

- Sample size and sampling procedures
- Observations about the performance of candidates
- Consistency of assessment judgments and decisions
- Assessment instruments and alignment to learning outcomes
- Recommendations for improvement

Qualification(s) required for Moderator

Assessors and moderators must have relevant qualifications higher than the level of qualification for which they are engaged.

Professional work experience required

Assessors and moderators for this qualification should have a minimum of two years assessment Experience at a tertiary level.

Professional registration and accreditation

All assessors and moderators must be registered and accredited with relevant accreditation bodies.

Assessment arrangement

1. Summative assessment
 - Final Examination (50% or 40% in case there is CRA)
 - Project, Research Essay (30% or 15% in case there is CRA)
 - Collateral Reading Assignment (CRA) (25%)
2. Formative assessment
 - Class Participation (10%)
 - Assignments, Reflection Essays, Presentation etc. (10%)

RECOGNITION OF PRIOR LEARNING (if applicable)

To enable learners to avoid duplication of learning and assessment for the purposes of awarding credit, Recognition of Prior Learning (RPL) is used to achieve this goal. The RPL assesses whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning. It is important to note that RPL is an alternative route to achievement and not an easy option or shortcut. Evidence must be produced for RPL which is subject to the same assessment and quality assurance requirements as applied to evidence produced as part of a course.

Recognition of Formal Prior Learning

- Formal learning in this context applies to education undertaken after the completion of compulsory, high school or equivalent, education. A student may have their prior formal learning recognised if they have:
 - Successfully completed or partially completed a qualification from another higher education provider.
 - Qualified for an award that is part of an articulated qualification sequence.
 - Completed, or partially completed, a qualification at another higher education provider where a credit transfer agreement exists as part of an articulation arrangement.
 - The following principles for granting RPL for formal learning apply:

- RPL may be granted for completed entire courses not part courses;
- RPL may be granted for courses completed whilst on approved leave or deferral where prior approval to undertake this study has been granted;
- A student taking courses whilst on suspension or exclusion from a qualification will breach the conditions of their suspension or exclusion and will not be granted credit for those courses;
- Grades for courses for which RPL has been granted, completed by students at another higher education provider, will not be included in the final weighted average mark.
- Applications for RPL must be lodged and approved prior to the commencement of the course for which credit or an exemption is being sought. Once a student has commenced a course, applications for credit for or exemption from that course are not permitted.
- Where an articulation arrangement is in place with another higher education provider, a student may have study completed in one program recognised for the requirements of a subsequent program.
- Where articulation arrangements (and credit transfer agreements) are established, the agreed credit outcomes and the defined pathway between the linked qualifications will be documented and made publicly available.

Recognition of Non-Formal Prior Learning (RNPL)/ Workplace Learning

- Students may be eligible for RPL towards Diploma qualification on the basis of non-formal and informal/ workplace learning. Recognition of Non-formal Prior Learning (RNPL) is a process that assesses, recognise and grant academic credit for what student has already learned or developed (current skills and knowledge). Where student recognise non-formal and informal/workplace learning they must:
 - Submit a portfolio of evidence based on previous relevant knowledge, skills and competences which must be assessed against the assessment criteria of the unit(s) for which RPL is being sought to ensure that all learning outcomes have been achieved.
 - Portfolio for RNPL is prepared from any one or a combination of the following:
 - ✓ Life experience (e.g. elder care, service to community)
 - ✓ Work experience (e.g. things you learned or skills developed in a work role)
 - ✓ Teaching yourself (e.g. research, hobby)
 - ✓ Training on the job (e.g. industry courses, in-service training, staff development, seminars/workshops)
 - ✓ Formal courses (e.g. school, polytechnic, university)

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Horizontal Articulation (related qualifications of similar level that graduates may consider) graduates of this qualification may consider pursuing related qualifications (at this level) such as;

- Diploma in Social Work
- Diploma in Humanities
- Diploma in Pastoral Studies
- Diploma in Bible and Theology
- Diploma in Counselling
- Diploma in Religious Education
- Diploma in Missions
- Diploma in Bible/Pastoral Ministries

Vertical Articulation (qualifications to which the holder may progress to)

Graduates may progress to higher level qualifications such as:

- Bachelor of Social Work
- B.A. in Humanities
- B.A. in Pastoral Studies
- B.A. in Bible and Theology
- B.A. in Counselling
- B.A. in Religious Education
- B.A. in Missions
- B.A. in Bible/Pastoral Ministries

Employment

Graduates will have requisite competencies and attribute to work as:

- Pastoral Services
- Christian Counselling Services
- Missionary
- Community development programmes' Leader
- Chaplains in Defence and Security Services
- Charity Work
- Religious School Teacher
- Social Work
- Ministry and Leadership
- Moral Education Teacher

QUALIFICATION AWARD AND CERTIFICATION

For a student to qualify for the award of *Diploma in Biblical Theology*, he or she must have completed all the qualification requirements; coursework for all courses, industrial attachment, and a minimum of 240 credits.

REGIONAL AND INTERNATIONAL COMPARABILITY

The qualification compares with the following:

REGIONAL COMPARABILITY

1. South African Theological Seminary (SATS) – South Africa; offers the Higher Certificate in Christian Counselling, 120 Credits on NQF level 6. <https://www.sats.edu.za/>
2. Assemblies of God School of Theology (AGST) - Malawi; offers the Diploma in Theology (96 semester hours). <http://www.unitedcaribbean.com/assembliesofgod-badegree.html>
3. West Africa Advanced School of Theology (WAAST) - Lomé, Togo; offers the Post-secondary Diploma in Theology (96 semester hours) in both French and English. <http://www.waast.org/welcome/>
4. University of Botswana (UB) – Botswana; offers Diploma in Pastoral Theology, 60 Credits on NQF level 6 (3 credits each course). The Faculty of Humanities concentrates mainly on those studies that specialize in deepening our understanding of what it means to be human. It is concerned with the spiritual and cultural issues that arise as the result of the processes of development and change both at the local and global levels. <https://www.ub.bw/faculties-and-departments/humanities>

INTERNATIONAL COMPARABILITY

1. Global University (GU), USA, Springfield, Missouri. Offers Diplomas in Ministry and Theology (64/96 credits) The Diploma in Theology requires 96 credit hours, and the Diploma in Ministry requires 64 credit hours. The diploma programs are courses of study that can be completed in a two- or three-year period. Diploma courses can be used to meet bachelor of arts degree requirements, but this approach is not recommended. <http://www.globaluniversity.edu/programs/UG-2018/UG-DIPLOMA-BT.pdf>
2. Theological Centre for Asia (TCA) College, Asia, Singapore. Offers The Diploma in Theology (DipTh), 72 credits, The Diploma in Theology (DipTh) is designed to help students experience greater personal spiritual growth and gain an in-depth understanding of the Bible and Christian

beliefs. The integration of strong biblical knowledge with hands-on opportunities offered in the curriculum is intended to help you to develop a more nuanced set of theological and practical skills for effective Christian ministry. The program also caters to those who would like to progress from a previously acquired Certificate in Ministry, or its equivalent.

<http://www.tca.edu.sg/en/academics/school-of-theology/undergraduate/diploma-in-theology/>

3. Cornerstone Bible College for Mission Training, Netherlands, Diploma in Intercultural Studies and Theology. The two-year program at Cornerstone Bible college also called the Diploma qualification in Intercultural Studies, prepares missionary candidates for cross-cultural work. Students who finish Cornerstone's diploma qualification successfully are prepared for ministries as: pioneer church planting, church nurture, support and aid ministries, 'tent making' situations, etc. [https://www.academiccourses.com/Diploma-in-Intercultural-Studies-and-Theology-\(2-year-program\)/Netherlands/Cornerstone-Bible-College-for-Mission-Training/](https://www.academiccourses.com/Diploma-in-Intercultural-Studies-and-Theology-(2-year-program)/Netherlands/Cornerstone-Bible-College-for-Mission-Training/).

REVIEW PERIOD

The College's Qualifications are reviewed every five (5) years.

Other information – please add any supplementary information to help the application for this qualification for NCQF Registration.

For Official Use Only:

CODE (ID)			
REGISTRATION STATUS	BQA DECISION NO.	REGISTRATION START DATE	REGISTRATION END DATE
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT	