

## BQA NCQF QUALIFICATION TEMPLATE

SECTION A:												QUALIFICATION DETAILS					
<b>QUALIFICATION DEVELOPER (S)</b>				Assembly Bible College													
<b>TITLE</b>			Diploma in Biblical Theology (Church Ministry)						<b>NCQF LEVEL</b>			6					
<b>STRANDS (where applicable)</b>			N/A														
<b>FIELD</b>			Humanities and Social Sciences						<b>CREDIT VALUE</b>			360					
<b>SUB FIELD</b>			Humanities														
New Qualification			Legacy Qualification			Renewal Qualification			✓								
Registration Code			Q0089														
<b>SUB-FRAMEWORK</b>			General Education			TVET			Higher Education			✓					
<b>QUALIFICATION TYPE</b>			Certificate	I	II	III	IV	V	Diploma	✓	Bachelor						
Bachelor Honours			Post Graduate Certificate			Post Graduate Diploma											
Masters			Doctorate/ PhD														
<b>RATIONALE AND PURPOSE OF THE QUALIFICATION</b>																	

### **RATIONALE:**

The establishment of the "Diploma in Biblical Theology (Church Ministry)" in Botswana is motivated by key factors reflecting the country's unique social, cultural, and spiritual landscape.

Firstly, there is a pressing need for theological education due to the significant growth of religious institutions, particularly Christian churches. This growth necessitates well-trained leaders to address contemporary spiritual and social issues (Banda, 2020, p. 45). The diploma aims to equip individuals with foundational theological knowledge and practical ministry skills for effective community service (Molefe, 2023, p. 30).

Secondly, many church leaders lack formal theological training, which can lead to inadequate understanding of church doctrine and pastoral care (Motsamai, 2021, p. 112). The diploma enhances leadership competency through a curriculum covering Biblical studies, preaching, counseling, and church management, empowering leaders to fulfill their roles confidently (Khamane, 2019, p. 215).

Moreover, the qualification emphasizes contextualized theological training, integrating local perspectives and traditions into its curriculum. This contextualization allows church leaders to engage meaningfully with congregations and interpret Scripture in culturally relevant ways (Tshwenyane, 2021, p. 88; Matsela, 2020, p. 157).

The qualification also focuses on equipping church leaders for social responsibility, preparing them to address issues like poverty and community development, thereby promoting holistic ministry rooted in Biblical principles (Oduro, 2022, p. 75; Molefe, 2023, p. 33).

Additionally, it aims to promote ethical leadership amidst moral challenges, instilling strong ethical standards and critical thinking skills (Khamane, 2019, p. 220; Banda, 2020, p. 50). Finally, the diploma fosters ecumenical dialogue, encouraging collaboration among different denominations to strengthen both the local church and broader community engagement (Tshwenyane, 2021, p. 90; Matsela, 2020, p. 160).

### **Enrolment Trends Since Inception of the Learning Qualification (Diploma in Biblical Theology – Church Ministry)**

The enrollment trends over the years display notable fluctuations in student applications and enrollments, with a peak of 28 applications in 2022 and a low of 7 in 2025. Total enrollments mirrored this inconsistency, reaching a high of 41 students in 2021 and dropping to just 9 in 2025. Full-time enrollment was particularly strong in 2021 with 39 students, while Open Distance Learning (ODL) numbers remained lower yet stable, hitting a peak of 39 in 2023.

Gender representation in enrollment showcased significant disparities in certain years, exemplified by the 2020 figures where there were 19 male students and only 5 females. Graduates also reflected these trends, with the number of graduates varying widely, from none in 2025 to a peak of 21 in 2022, indicating challenges related to student retention and success.

A notable decline in enrollment in 2024 and 2025 can be linked to a lack of sponsorship, which underscores an important factor affecting student recruitment. Additionally, there is an opportunity to enhance gender diversity in enrollment, especially in fields with existing imbalances. Analyzing the years with higher application and enrollment rates can inform future recruitment strategies aimed at improving outreach and retention efforts.

### **Employment Trends for Graduates, Names of Industries that Absorb the Graduates, and Graduates who to Furthered Studies**

From 2020 to 2024, there were a total of 45 graduates, with varying numbers each year. The distribution of graduates showed fluctuations, peaking notably in 2022 with 21 graduates, while the lowest count was 5 in 2020 and 2024. The employment rate for graduates during this period was strong, with all graduates finding jobs, indicating a healthy job market.

A significant trend emerged in the number of graduates pursuing further studies. Out of the 45 graduates, 38 opted to continue their education, translating to 84% of the total. Notably, 2023 saw a decrease in graduates (8), but a remarkable 13 chose to further their studies, suggesting a strong inclination towards advanced education despite fewer graduates in that year.

The sector analysis highlighted key employment opportunities in areas such as Church/FBO/NGO, BPS, and BDF. This underscores the consistent demand for graduates in both governmental and non-

governmental sectors, with a clear engagement in social services, reflecting the diverse career paths available for graduates.

### **Proof of Consultation with the Industry**

We conducted a comprehensive analysis involving seven knowledgeable participants experienced in collaborating with Faith-Based Organizations and governmental entities. The introduction of a Diploma in Biblical Theology (Church Ministry) in Botswana addresses a significant and previously overlooked need. The development of well-trained theological leaders is crucial for furthering the mission of the Church and upholding the moral standards and cultural heritage of the nation.

### **PURPOSE:**

The purpose of this qualification is to produce candidates with advanced knowledge, skills and competences to;

1. Deliver theological teachings and sermons that align with biblical principles, fostering spiritual growth within their congregations.
2. Initiate and manage community outreach qualifications that address social and spiritual needs, promoting a holistic approach to church ministry.
3. Implement training and mentoring qualifications for upcoming church leaders, ensuring a pipeline of skilled individuals ready to serve in various ministry roles.

### **MINIMUM ENTRY REQUIREMENTS (including access and inclusion)**

Minimum Entry requirements

- Candidates must have completed Certificate IV, NCQF level 4 (BGCSE or equivalent)
- Candidates who do not meet the minimum academic qualifications stated above will be considered through the Recognition of Prior Learning (RPL) process which shall be administered according to the National RPL Policy.

<b>SECTION B</b>		<b>QUALIFICATION SPECIFICATION</b>	
<b>GRADUATE OUTCOMES)</b>	<b>PROFILE (LEARNING</b>	<b>ASSESSMENT CRITERIA</b>	
<p><b>LO 1:</b> Apply the acquired theological knowledge and understanding of church ministry concepts and issues related to spiritual, moral, social, and psychological aspects of people to help them live effectively</p>		<ul style="list-style-type: none"> <li>(a) Examine the various aspects of human behaviour and needs in relation to church ministry, identifying underlying issues and their implications for effective ministry practice.</li> <li>(b) Assess the effectiveness of different theoretical frameworks and concepts in addressing human-related issues in church ministry, providing reasoned justifications for your conclusions.</li> <li>(c) Develop a comprehensive ministry plan that integrates theoretical knowledge of human dynamics, proposing innovative approaches to enhance community engagement and spiritual growth.</li> <li>(d) Integrate multiple perspectives and theories on human development and relationships within a church context, forming a cohesive understanding that informs ministry strategies.</li> <li>(e) Demonstrate understanding of complex human issues in church ministry by articulating how these concepts influence pastoral care, community support, and spiritual formation initiatives.</li> </ul>	

<p><b>LO 2:</b> Apply relevant Christian ethical principles to real-life scenarios within church ministry, to fostering a deeper understanding of holistic growth of individuals congregants.</p>	<ul style="list-style-type: none"> <li>(a) Evaluate the effectiveness of various Christian ethical principles in addressing real-life scenarios within church ministry, providing specific examples to support your analysis.</li> <li>(b) Synthesize information from diverse sources to create a comprehensive framework for understanding the holistic growth of individual congregants.</li> <li>(c) Analyze case studies of church ministry situations to identify how Christian ethical principles can be applied to foster congregant development.</li> <li>(d) Create a strategic plan that incorporates Christian ethical principles aimed at enhancing the holistic growth of congregants in a church setting.</li> <li>(e) Critique existing church ministry practices by assessing their alignment with Christian ethical principles and their impact on the growth of individuals within the congregation.</li> </ul>
<p><b>LO 3:</b> Use new knowledge of Biblical Theology and Church Ministry to make Botswana a habitable country for all Batswana.</p>	<ul style="list-style-type: none"> <li>(a) Analyze the impact of Biblical Theology on community values and social structures in Botswana, identifying both strengths and weaknesses within various church ministries.</li> <li>(b) Evaluate the effectiveness of current church initiatives in promoting social equity and sustainability among Batswana, using specific metrics and case studies.</li> </ul>

	<p>(c) Develop a strategic plan for integrating Biblical principles into community development projects that addresses key challenges faced by Botswana, ensuring participation and inclusivity.</p> <p>(d) Create comprehensive workshops or training qualifications that empower church leaders and community members to apply Biblical Theology in practical ways to enhance living conditions in Botswana.</p> <p>(e) Synthesize knowledge from various sources to propose innovative solutions that bridge gaps between faith and social action, ultimately fostering a more habitable environment for all Botswana.</p>
<p><b>Core and Fundamentals</b></p> <p><b>LO 4:</b> Identify and manage relevant Christian life principle within life philosophies to develop life coping mechanism for effective living.</p>	<p>(a) Evaluate various Christian life principles in the context of different life philosophies to determine their effectiveness in coping mechanisms for life challenges.</p> <p>(b) Assess the impact of specific Christian teachings on personal life strategies, comparing these to secular philosophies to identify strengths and weaknesses.</p> <p>(c) Design a comprehensive life plan that integrates identified Christian principles and philosophical insights, demonstrating a personalized approach to effective living.</p>

	<p>(d) Combine diverse Christian life principles and various philosophical views to formulate a unique framework for coping mechanisms that promote well-being.</p> <p>(e) Defend the chosen Christian life principles and integrated coping mechanisms with reasoned arguments, supported by examples from both personal experience and scholarly sources.</p>
<p><b>LO 5:</b> Apply Biblical tools and methods of Bible interpretation accurately and carefully to a well-defined problem to help congregants understand the relevance of scriptures in daily living.</p>	<p>(a) Evaluate the effectiveness of various Biblical interpretation methods in addressing specific congregational issues and their relevance to daily living.</p> <p>(b) Analyze scriptural passages in relation to contemporary problems faced by congregants, identifying key themes and lessons that can be applied.</p> <p>(c) Create a presentation that synthesizes Biblical tools and methods of interpretation, illustrating their application to real-life scenarios for enhanced understanding.</p> <p>(d) Justify the selection of specific Biblical texts and interpretative methods used in addressing congregational needs, providing reasoning based on scripture and contextual analysis.</p> <p>(e) Design a workshop or study session that engages congregants in applying Biblical interpretation techniques, ensuring they can</p>

	<p>articulate the relevance of scriptures in their personal lives.</p>
<p><b>LO 6:</b> Teach individuals to recognize the significance of oratory in conveying messages of faith, connecting with diverse cultures, and enriching the collective spiritual journey to cope with the challenges of the world, such as drug abuse, etc.</p>	<p>(a) Evaluate the effectiveness of various oratory techniques in conveying messages of faith across different cultures and contexts.</p> <p>(b) Integrate insights from diverse spiritual traditions to formulate a comprehensive understanding of how oratory can support individuals in addressing global challenges like drug abuse.</p> <p>(c) Critically assess the impact of oratory on community engagement and personal transformation within diverse cultural settings.</p> <p>(d) Design an oratory piece that effectively weaves together elements of faith, cultural diversity, and strategies to combat societal issues, demonstrating a clear message and connection to the audience.</p> <p>(e) Explain the role of oratory in enriching the collective spiritual journey and its potential to inspire action in addressing contemporary issues facing communities.</p>
<p><b>LO 7:</b> Use Biblical leadership life story scenarios to help Christian leaders mature in professional attributes for contemporary church leadership.</p>	<p>(a) Examine and interpret the Biblical leadership scenarios to identify key professional attributes relevant to contemporary church leadership.</p> <p>(b) Assess the effectiveness of different leadership approaches taken by Biblical figures in their</p>

contexts and apply these insights to modern church leadership challenges.

(c) Develop a strategic leadership development plan for contemporary Christian leaders, incorporating lessons learned from Biblical narratives and aligning them with current church needs.

(d) Integrate various leadership concepts and principles derived from Biblical stories to formulate a comprehensive model of Christian leadership suitable for today's context.

(e) Articulate and defend the selection of specific Biblical leadership attributes that are essential for fostering growth and maturity in professional church leadership today.

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<b>SECTION C</b>	<b>QUALIFICATION STRUCTURE</b>				
<b>COMPONENT</b>	<b>TITLE</b>	<b>Credits Per Relevant NCQF Level</b>			<b>Total Credits</b>
		<b>Level [6]</b>	<b>Level [7]</b>	<b>Level [8]</b>	
<b>FUNDAMENTAL COMPONENT</b>  <i>Subjects/ Courses/ Modules/Units</i>  17 Fundamental Courses  187 Credits	Preparing to Learn: Strategies and Practices for Academic Success	11			11
	A History of the Church in Africa: Pentecostal Perspective	11			11
	Foundations of Leadership	11			11
	Advanced Hermeneutics: Understanding the Bible in Context	11			11
	Expository Preaching	11			11
	Power Ministry: How to Minister in the Holy Spirit	11			11

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	Principles of Counselling	11			11
	Biblical Principles of Marriage	11			11
	Principles of Teaching: Discovering How to Make Learning Happen	11			11
	A Biblical Theology of Missions	11			11
	Hermeneutics	11			11
	Contemporary African Ministry	11			11
	Leading Christian Organizations	11			11
	Transformational Development and the Church: A Biblical Approach to Human Needs	11			11
	The Kingdom of God: A Pentecostal Interpretation	11			11
	New Testament Backgrounds:	11			11

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	History, Culture, and Daily Life of the New Testament World				
	Children's Ministry: Strategies for Making Young Disciples	11			11

<b>CORE COMPONENT</b>  <i>Subjects/Courses/ Modules/Units</i>  15 Core Courses  173 Credits	Bible Doctrines	11			11
	Old Testament Survey	11			11
	A Biblical Theology of Worship	11			11
	New Testament Survey	11			11
	Pneumatology: The Person and Work of the Spirit	11			11
	The Life of Christ in the Synoptic Gospels	11			11
	The Old Testament Historical Books: The Plan of God Unfolds	11			11

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	The Pastoral Epistles: Godly Wisdom for Ministry	11			11
	General Epistles	11			11
	The Corinthian Letters: Unity Amid Diversity	11			11
	Abundant Life in the Son: A Study of Salvation	11			11
	Acts: The Spirit of God in Mission	11			11
	Minor Prophets: Their Messages and Times	11			11
	The Pentateuch: The Five Books of Moses	11			11
	Internship: Church Ministry Practicum		19		19

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### SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

#### TOTAL CREDITS PER NCQF LEVEL

NCQF Level	Credit Value
6	341
7	19
<b>TOTAL CREDITS</b>	<b>360</b>

#### Rules of Combination:

Level 6 Credits — 341

Level 7 Credits — 19

All modules for this qualification have to be completed.

### ASSESSMENT ARRANGEMENTS

**Full or Part Time** mode of delivery for a Module:

#### Summative Assessment

- Comprehensive Examination (30%)
- Module's Project (40%)

#### Formative Assessment

- Assignments, Reflection Papers, Presentation etc. (20%)
- Class Participation (10%)

### MODERATION ARRANGEMENTS

### **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.

### **RECOGNITION OF PRIOR LEARNING**

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.

### **CREDIT ACCUMULATION AND TRANSFER**

Students who have successfully completed post-secondary qualifications in recognized institutions are eligible for transfer credit. In line with national policy on Credit Accumulation and Transfer (CAT).

### **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 Church Ministry
- Diploma in Humanities
- Diploma in Pastoral Studies
- Diploma in Ministerial Studies

- Diploma in Bible and Theology

**Vertical Articulation** (qualifications to which the holder may progress to) Graduates may progress to higher level qualifications such as:

- Bachelor of Arts in Church Ministry
- Bachelor of Arts Diploma in Humanities
- Bachelor of Arts in Pastoral Studies
- Bachelor of Arts in Ministerial Studies
- Bachelor of Arts in Bible and Theology

### **Employment**

Graduates will have requisite competencies and attributes to work as:

- Church Leader
- Counsellor
- Missionary
- Chaplain

### **QUALIFICATION AWARD AND CERTIFICATION**

For a candidate to qualify for the award of Diploma in Biblical Theology (Church Ministry), he or she must achieve a minimum of 360 credits.

Upon the attainment of this qualification, graduates will be issued a certificate and transcript.

### **SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY**

The qualification compares with the following:

#### **REGIONAL COMPARABILITY**

#### **SUMMARY OF SIMILARITIES AND DIFFERENCES OBSERVED**

##### ***Similarities***

**a. Title of Qualification, NQF Level & Credit Value or Duration**

- a. All qualifications relate to the Bible and Theology.
- b. Duration is consistently 3 years across all qualifications.
- c. All qualifications are at an equivalent of NCQF level 6 based on their level of difficulty.

**b. Main Exit Outcome(s)**

- a. All qualifications aim to prepare graduates for roles in ministry, including pastoral positions, and emphasize spiritual maturity, effective communication, and knowledge of theological principles.

**c. Domains/Modules/Courses/Subjects Covered**

- a. All curriculums include a core set of courses with some offering electives.
- b. Emphasis is placed on fundamental theological knowledge and practical skills for ministry.

**d. Assessment Strategies and Weightings**

- a. A consistent requirement to maintain an average grade typically between 60% to 70% to pass courses.

**e. Qualification Rules and Minimum Standards for the Award of the Qualification**

- a. Each qualification requires students to complete a specified number of credits to be awarded the qualification.

**Differences**

- a. The main difference is on the outcomes focus. Though the qualification's main focus in church, their emphasis differ on equipping students for ministry roles, with ECT emphasizing evangelism, WAAST nurturing spiritual maturity, and MAGU focusing on practical skills for church contexts.

- a. Assessment standards vary, with all requiring a passing grade of 70% and specific credits for qualification.

### **COMPARABILITY AND ARTICULATION OF THE PROPOSED QUALIFICATION WITH THE ONES EXAMINED**

- a. Education Pathways - Graduates have similar education pathways available, including pursuing bachelor's degrees in theology, Pastoral Counselling, or related fields.
- b. Common employment opportunities include roles such as Pastor, Youth Pastor, Missionary, and positions in Christian education or non-profit work.
- c. The developed qualification therefore offers equivalent opportunities for work and study like those it is benchmarked from.

### **REVIEW PERIOD**

The Qualification will be reviewed every five (5) years.

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**For Official Use Only:**

<b>CODE (ID)</b>			
<b>REGISTRATION STATUS</b>	<b>BQA DECISION NO.</b>	<b>REGISTRATION START DATE</b>	<b>REGISTRATION END DATE</b>
<b>LAST DATE FOR ENROLMENT</b>		<b>LAST DATE FOR ACHIEVEMENT</b>	
<b>REVISION DATE:</b>	<b>NAME OF PROFESSIONAL BODIES/REGULATORY</b>		