

| QUALIFICATION SPECIFICATION | | | | | | | SECTION A |
|---|---------------------------------------|----------------------------------|---------|-----------|------------------|---|-----------|
| QUALIFICATION DEVELOPER | | Assembly Bible College (ABC) | | | | | |
| TITLE | Bachelor of Arts in Biblical Theology | | | | NCQF LEVEL | 7 | |
| FIELD | Humanities and Social Sciences | | | SUB-FIELD | 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 | | | | | 480 | | |
| RATIONALE AND PURPOSE OF THE QUALIFICATION | | | | | | | |
| <p>Rationale for the Qualification</p> <p>Throughout the pre-colonial and colonial era, up to contemporary times, religious organisations have made a significant contribution to the development of education in Botswana (Moorad, 1993; Mautle, 2001).</p> <p>Churches' link with the Government fight against youth problems (Hon. B. K. Temane, <i>National Youth Policy 1996</i>). Botswana recognises the Church as one of the civil society which is hoped to help eliminate most of the problems faced by youth.</p> <p>According to Vision 2036 Presidential Task Team Report (2016, p.27), in Botswana, faith and religion are:</p> <ul style="list-style-type: none"> ▪ foundational to build society's moral and ethical standards for social development and cohesion. ▪ part of 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 <i>Botho</i>. <p>Given the foregoing national aspirations, a qualification of this nature is deemed essential to support the national efforts towards attaining a morally, ethically, spiritually and faithfully upright society. It is meant to develop graduates, who will promote the teaching of Christian values amongst the society to support government and community efforts towards achieving national and societal values, which include Botho It is there. The qualification seeks to increase the number of formally trained biblical theologians, to increase the spread of Christianity values to help create responsible and accountable individuals and communities.</p> <p>Purpose</p> <p>This qualification is therefore, designed to equip candidates with knowledge, skills and competences to:</p> <ul style="list-style-type: none"> • Interpret, integrate and apply Christian sources in context • Understand their communities, in the light of the history of Christianity, and position themselves responsibly in their contexts • Analyse information critically, as well as articulate and communicate effectively | | | | | | | |

- Evaluate and apply Christian theology and ethics personally and in community
- Practise and evaluate ministries in the church
- Initiate and develop Christian ministry in the wider community

The qualification inculcates responsibility and accountability in a supervisory function relating to qualification, as well as for determining and achieving personal study approaches and results. Further, it is to prepare the graduate adequately for postgraduate studies, advanced professional training, professional practice, or employment in a wide range of careers.

ENTRY REQUIREMENTS (including access and inclusion)

Minimum Entry requirements

- Candidates must have completed NCQF Level 4 e.g. BGCSE or equivalent to the qualification. Equivalency may be based on transcripts from another institution or records from a school system of another country.

Entry through Recognition of Prior Learning (RPL)

- The qualification allows opportunities for candidates that do not meet the normal entry requirements to be admitted through RPL. Candidates should have at least five (5) years relevant experience in pastoral service, and counselling discipline, or equivalent. They should also have satisfied all RPL requirements as per respective RPL policies and procedures for the different awarding bodies.
- The qualification also allows opportunities for Diploma holders from any other field to be admitted. They will have to meet the respective admission requirements as defined by different awarding bodies.

| QUALIFICATION SPECIFICATION | |
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| SECTION B | |
| GRADUATE PROFILE (LEARNING OUTCOMES) | ASSESSMENT CRITERIA |
| <p>Demonstrate specialized knowledge in the field of Christian service and teaching including understanding of methods of enquiry in Christian education.</p> <p>Related Courses/Modules</p> <ul style="list-style-type: none"> ▪ The Work of the Pastor ▪ Introduction to Pastoral Counselling ▪ Great Commission Strategies ▪ The Biblical Role of Women ▪ Church Ministry Attachment ▪ Ministry Competency (Research Essay) ▪ Marriage & Family ▪ Strategy for Church Growth ▪ The Bible and Missions ▪ Introduction to Missions ▪ A Biblical Theology of Worship ▪ Children's Ministry: Strategies for Making Young Disciples ▪ Service Learning Requirement | <ul style="list-style-type: none"> ▪ Employ specialised knowledge of being definers of meaning, especially in their roles of preacher, teacher, counsellor, chaplains, etc. bringing Christian teachings to meet the needs of people's situations. ▪ Demonstrate the competencies to be builders of communities, bringing Christian education insight into the nature of mankind and assisting them to be built up into maturity. ▪ Skilled to be defined as mediators in the church–social context interface, mediating not only between individuals and God but between individuals and society. ▪ Demonstrate accepted stability of character, the ability to make carefully weighed decisions, and a sound judgement of events and people. ▪ Show prepared ability to effectively manage human relationship. ▪ Demonstrate the skills to use the knowledge and understanding of Christian teachings to foster social and economic status of people and their communities. |
| <p>Display understanding of established codes of practice and capacity for critical analysis and interpretation of Biblical teachings.</p> <p>Related Courses/Modules</p> <ul style="list-style-type: none"> ▪ Ministerial Ethics ▪ Expository Preaching ▪ Preparing and Preaching Bible Messages ▪ Principles of Biblical Interpretation | <ul style="list-style-type: none"> ▪ Possess advanced, solid, specialised, detailed and systematic knowledge in all areas of pastoral services and extensive general education. ▪ Able to acquire on one's own specific technical and interdisciplinary knowledge in the field of pastoral service and human relations. ▪ Understand the complex correlations within or outside the specific working context or branch and able to see interdisciplinary linkages with complex thematically related or unrelated fields of pastoral services and human relation. |
| <p>Demonstrate ability to carry out processes that require the use of specialized basic and applied research skills to solve problems, manage processes within broad parameters for specified activities and work outputs.</p> <p>Related Courses/Modules</p> <ul style="list-style-type: none"> ▪ Orientation to GU Learning ▪ Introduction to Philosophy ▪ Introduction to Psychology: A Christian Perspective ▪ Introduction to Sociology ▪ Church Business ▪ How to Speak in Public | <ul style="list-style-type: none"> ▪ Demonstrate the ability to fully recognise, analyse and assess complex and highly challenging tasks in a given interdisciplinary both in church ministry and social community services. ▪ Show the ability to carry out tasks based on operational guidelines or through suitable, innovative problem-solving strategies and make relevant prognoses or recommendations. ▪ Demonstrate the ability to suitably prepare and use specific technical aids and instruments to solve novel, very difficult and highly challenging tasks in every situation from thematically related fields based on suitable and entirely novel or innovative methods or tools. |

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| <ul style="list-style-type: none"> ▪ Cross-Cultural Communications ▪ Principles of Teaching ▪ Introductory Writing | <ul style="list-style-type: none"> ▪ Exhibit the ability to make full use of the possibilities of various means of communication and present complex and differentiated information so to easily be able to implement the relevant teachings. |
| <p>Apply a range of advanced technical processes and skills to generate solutions to unpredictable and complex problems both in and outside the church.</p> <p>Related Courses/Modules</p> <ul style="list-style-type: none"> ▪ Life of Christ in the Synoptic Gospel ▪ A Study in the Book of Hebrews ▪ Pentateuch ▪ The Corinthian Letters ▪ Daniel and Revelation ▪ Wisdom Literature ▪ The Book of Acts | <ul style="list-style-type: none"> ▪ Demonstrate the skills to assist people to unleash their God given ability to make meaning in their lives by the application of Christian teachings in their lives. ▪ Employ the ability to help people use Christian teachings in their traditions to provide the fundamental starting point of accepted life. ▪ Demonstrate spiritual development and the formation of character by the application of the Christian teachings. ▪ Skilled to demonstrate Spiritual formation (an intentional process by which the marks of an authentic Christian spirituality are being formed and integrated ever anew) by the use of Christian teachings. ▪ Demonstrate the ability to offer them an appropriate habitat for change to be effected as they apply the Christian teachings in their lives. ▪ Demonstrate the ability to guide people into the use of Christian teachings to deliberately foster their spiritual formation ▪ Understand one's own and other cultures and an ability to relate both intercultural and cross-culturally in the contemporary world are crucial to effective service. ▪ Demonstrate skills for pastoral service by facilitating enculturation into the global context in which they live and serve and by helping them to understand and appreciate the individual within a complex and culturally diverse world. ▪ Exercise Preparation to integrate breadth of learning with the worldview across pastoral discipline, to develop communication and critical thinking skills, and to cultivate a desire for disciplined personal growth and lifelong learning. ▪ Assessment find out if the learner can draw from extensive work experience, be able to use the requisite knowledge and skills at this level in a targeted fashion to ensure smooth operation of one's own working processes and produce strategic results within pastoral administration duties. |
| <p>Demonstrate considerable responsibility and accountability for own work output and of others within a field of work or study.</p> <p>Related Courses/Modules</p> <ul style="list-style-type: none"> ▪ A History of the Church in Africa: Pentecostal Perspective ▪ Guidelines for Leadership ▪ Managing Conflict | <ul style="list-style-type: none"> ▪ Demonstrate performance in the work in the form of managerial and consulting activities as part of one or more complex working processes and contribute to the further development of the business or improvement of working processes. ▪ Fully and conscientiously apply the requisite knowledge and skills in a specific highly challenging field and thematically related fields on one's own. Able to take |

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| <ul style="list-style-type: none"> ▪ Old Testament Literature ▪ New Testament Literature ▪ The Church: Reformation - the 20th Century ▪ The Church's Response to the HIV/AIDS Crises ▪ People and Their Beliefs | <p>responsibility for complex tasks and processes and handle changing requirements within the entire highly challenging pastoral field (Autonomy).</p> <ul style="list-style-type: none"> ▪ Assessment find out if the Learner is able to reflect on and shape one's own role and the role of others, behave responsibly in dealings with others, work in a team and strategically apply one's analytical skills within the working context. Able to convey complex and differentiated information from the pastoral field both verbally and in writing in a precise, understandable, suitable and professional form, having the desired impact on and being tailored to the intended recipients (Social competences). ▪ Assessment find out if the Learner is able to manage workers in a highly challenging field of activity within a pastoral working context, completely assume responsibility for these workers and support them in a targeted fashion to take personal initiative (Leadership competences). |
| <p>Demonstrate Understanding and application of conceptual tools for theological interpretation, spiritual discipline and practical skills.</p> <p>Related Courses/Modules</p> <ul style="list-style-type: none"> ▪ Pneumatology ▪ The Bible and the Church ▪ Soteriology ▪ Apologetics ▪ God and Angels | <ul style="list-style-type: none"> ▪ Provide conceptual tools, spiritual discipline and practical skills which will equip them for a relevant service in the church and in society, responding critically to the religiocultural heritage and socio-political-economic reality. ▪ Demonstrate the diverse religious ministries and services. ▪ Demonstrate and appreciate theological education as an ongoing process in which participants (theological teachers and learners) are engaged in creating, sharing, interpreting, mediating and analysing one's own faith experiences and religious meanings in relation to their contexts, traditions and communities. ▪ Demonstrate Theological education skills that lead to moral, and spiritual formation. ▪ Demonstrate knowledge and skills of being a happy, useful member of society and a committed servant of God. |

| QUALIFICATION STRUCTURE | | | |
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| | | | SECTION C |
| | | Level | Credits |
| FUNDAMENTAL COMPONENT Subjects / Units / Modules /Courses | Orientation to GU Learning | 5 | 6 |
| | Introductory Writing | 7 | 10 |
| | A History of the Church in Africa: Pentecostal Perspective | 6 | 7 |
| | Guidelines for Leadership | 6 | 10 |
| | The Church: Reformation - the 20th Century | 7 | 10 |
| | Church Business | 6 | 10 |
| | Principles of Teaching | 7 | 10 |
| | How to Speak in Public | 7 | 10 |
| | Managing Conflict | 7 | 10 |
| | The Church's Response to the HIV/AIDS Crises | 6 | 10 |
| | Introduction to Psychology: A Christian Perspective | 7 | 10 |
| | Introduction to Sociology | 6 | 10 |
| | Cross-Cultural Communications | 7 | 10 |
| | Introduction to Philosophy | 7 | 10 |
| CORE COMPONENT Subjects / Units / Modules /Courses | Soteriology | 6 | 10 |
| | Children's Ministry: Strategies for Making Young Disciples | 6 | 7 |
| | Old Testament Literature | 7 | 10 |
| | New Testament Literature | 7 | 10 |
| | A Biblical Theology of Worship | 6 | 7 |
| | A Study in the Book of Hebrews | 7 | 10 |
| | Expository Preaching | 7 | 10 |
| | Pneumatology | 7 | 10 |
| | Preparing and Preaching Bible Messages | 7 | 10 |
| | God and Angels | 6 | 10 |
| | Life of Christ in the Synoptic Gospel | 7 | 10 |
| | The Biblical Role of Women | 6 | 10 |
| | The Book of Acts | 7 | 10 |
| | Principles of Biblical Interpretation | 7 | 10 |
| | The Bible and Missions | 7 | 10 |
| | Great Commission Strategies | 7 | 10 |
| | The Work of the Pastor | 7 | 10 |
| | Church Ministry Attachment | 7 | 14 |
| | Ministerial Ethics | 7 | 10 |

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| Marriage & Family | 7 | 10 |
| Introduction to Pastoral Counselling | 7 | 10 |
| Apologetics | 7 | 10 |
| The Corinthian Letters | 7 | 10 |
| Daniel and Revelation | 6 | 10 |
| Wisdom Literature | 7 | 10 |
| The Bible and the Church | 7 | 10 |
| Pentateuch | 6 | 10 |
| People and Their Beliefs | 6 | 10 |
| Service Learning Requirement Practicum 1 | 7 | 12 |
| Service Learning Requirement Practicum 2 | 7 | 12 |
| Introduction to Missions | 6 | 10 |
| Strategy for Church Growth | 7 | 10 |
| Ministry Competency (Research Essay) | 7 | 25 |
| Total Credits: | | 480 |

Rules of combinations, Credit distribution (where applicable):

Level 5 Credits – 6
Level 6 Credits – 131
Level 7 Credits – 343

All modules for this qualification have to be completed.

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 instalment 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 judgements 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

- 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%)
- 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 program from another higher education provider.
 - Qualified for an award that is part of an articulated program sequence.
 - Completed, or partially completed, a program 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 program 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 BA Degree 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;

- 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

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

Graduates may progress to higher level qualifications such as:

- MA in Social Work
- MA in Humanities
- MA in Pastoral Studies
- MA in Bible and Theology
- MA in Counselling
- MA in Religious Education
- MA of Education Degree in Adult Education
- MA in Missions
- MA in Bible/Pastoral Ministries

Employment

Graduates will have requisite competencies and attributes 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 candidate to qualify for the award of *BA degree of Biblical Theology*, he or she must have completed all the program requirements; course work for all courses in the program, Research and industrial attachments, and a minimum of 480 credits.

REGIONAL AND INTERNATIONAL COMPARABILITY

The qualification compares with the following:

REGIONAL COMPARABILITY

1. South African Theological Seminary (SATS) – South Africa; offers the Bachelor of Theology, 360 Credits on NQF level 7 (30 courses of 12 credits each).

2. Assemblies of God School of Theology (AGST) - Malawi; offers Bachelor of Arts Degree in Bible/Theology with a Mission Emphasis. This degree is obtained by completing 128 credit hours of study with the college which includes 96 credits issued locally and 32 credits with ICI/Global University. The final degree will be granted by ICI/Global University in the USA.
3. West Africa Advanced School of Theology (WAASST) - Lomé, Togo; offers the Bachelor of Theology (129 semester hours) degree. These programs are offered in 2 semesters each year: for 9 weeks in March/April, and for 6 weeks in August/September. The final semester leading to matriculation requires approximately 13 weeks at the Lomé campus, during which the student completes 18 semester hours. In the BTh program, these hours include the writing of a fifty-page thesis.
4. University of Botswana (UB) – Botswana; offers Bachelor of Arts in Humanities, 120 Credits on NQF level 7 (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.

INTERNATIONAL COMPARABILITY

1. Global University (GU), UAS, Springfield, Missouri. Offers BA Degree in Biblical Theology (120 credits). At least 30 credits must be enrolled through Global University, 15 of which must be in the student's major.. The BA Degree programs are courses of study that can be completed in a three- or four-year period. BA Degree courses can be used to meet Masters of arts degree requirements. <http://www.globaluniversity.edu/PDF/catalogUG.pdf>
2. Bethel Bible College, Valenzuela, Philippines. Offers The Associate of Arts in Ministry Degree prepares the student for the work of ministry. This degree will create a foundation in the ministry areas of evangelism, pastoral care, teaching ministry, and the direction how to be a church planter. <https://www.bethelcollege.edu/academics/degrees>
3. Vanguard University of Southern California, Costa Mesa, California (B.A., B.S., M.A., M.B.A., M.S.) (W.A.S.C., Regional Accreditation). Offers a BA in Pastoral Leadership Studies. <https://www.vanguard.edu/academics/academic-programs/undergrad/religion/pastoral-leadership-studies>

REVIEW PERIOD

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

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

N/A