

BQA NCQF QUALIFICATION TEMPLATE

SECTION A: QUALIFICATION DETAILS												
QUALIFICATION DEVELOPER (S)	Assembly Bible College (ABC)											
TITLE	Bachelor of Arts in Biblical Theology						NCQF LEVEL			7		
STRANDS (where applicable)	1. Pastoral Ministry 2. Church Planting 3. Guidance and Counselling 4. Chaplaincy 5. Community Psychology 6. Organisational Leadership and Management 7. Adult Education											
FIELD	Humanities and Social Sciences						CREDIT VALUE			480		
SUB FIELD	Humanities											
New Qualification		Legacy Qualification				Renewal Qualification			✓			
						Registration Code		Q0090				
SUB-FRAMEWORK		General Education			TVET			Higher Education			✓	
QUALIFICATION TYPE	Certificate	I	II	III	IV	V	Diploma	Bachelor	✓			

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	Bachelor Honours		Post Graduate Certificate		Post Graduate Diploma	
	Masters			Doctorate/ PhD		

RATIONALE AND PURPOSE OF THE QUALIFICATION

RATIONALE:

The Bachelor of Arts in Biblical Theology, accredited from 10.12.2020 to 03.12.2023, has experienced significant demand and is fully compliant with regulation 18(3) of the NCQF. During this period, it has attracted 149 students, signifying its relevance and appeal.

Furthermore, at least four students with the same qualification were admitted to other universities to pursue advanced graduate studies in fields such as Leadership, Education, and Theology.

Notably, 42 graduates obtained the qualification. Among them, 4 were employed as Chaplains by the Botswana Defence Force, 7 found employment with Botswana Prisons, and 1 was employed by Rera Online Christian Radio. The remaining 30 graduates are currently serving as Pastors in various churches.

Pastoral ministry in Botswana plays a crucial role in providing spiritual guidance, support, and facilitating community development. It enhances social cohesion and addresses significant challenges such as poverty and injustice, ultimately promoting the overall well-being of individuals and communities (Central Statistics Office, 2011; Nkomazana, 2015; Mokwena & Hlongwane, 2018). Additionally, church planting initiatives can foster a sense of community, enhance social support networks, and create economic opportunities, particularly addressing issues like poverty and unemployment. This development contributes to a more stable and prosperous society (Asamoah-Gyadu, 2017; Anderson, 2010).

In Botswana, there is a noticeable increase in the demand for spiritual, psychological, and career counseling, highlighting the various challenges that individuals and families face (Ministry of Health,

2018; BIDPA, 2019). Furthermore, chaplains play a significant role by providing essential emotional and spiritual support in the country's prisons and military settings. Their efforts are instrumental in helping individuals cope with trauma and facilitating successful reintegration into society (Kgosikwena, 2015; Holmes, 2016; Simmons et al., 2015; Bahr et al., 2010; UNODC, 2020; ICPS, 2019). Thus, church planting and chaplaincy services work hand in hand, promoting not only economic development and community support but also addressing critical counseling needs.

Effective leadership and management are increasingly recognized as vital components for improving employee performance and organizational success in various sectors in Botswana (Bass, 2010; Chaurasiya & Singh, 2015; World Bank Group, 2019). Moreover, adult education serves as a cornerstone for poverty reduction and the enhancement of job skills. It supports the informal sector and promotes gender equality by tackling pressing social challenges (Nthoiwa & Nthoiwa, 2017; Sebina & Molefe, 2019; Kgosidialwa & Kgwadi, 2018; Machola & Nthoiwa, 2016). Together, these elements create a framework for improved social and economic conditions in the country.

PURPOSE:

The purpose of this qualification is to produce graduates with specialised knowledge, skills and competence to:

1. Develop and apply Christian teachings to foster personal and spiritual growth in oneself and others while effectively serving a culturally diverse world through intercultural understanding and pastoral administration.
2. Critique advanced principles of Christian education, assess the socio-economic impact of Pentecostalism on community development in Botswana, and formulate strategies for counselling and pastoral ministry to enhance prisoner rehabilitation and reintegration.
3. Integrate specialized knowledge of Pentecostalism, management, community psychology, and pastoral ministry to address economic development, social inequalities, and career guidance needs in Botswana's informal sector.
4. Provide spiritual support to inmates for effective engagement, rehabilitation, and addressing the future of chaplaincy in Botswana.

5. Promote social change and development in Botswana by integrating adult education, community psychology, and traditional healing practices, while utilizing diverse reputable sources to inform effective qualifications and policies addressing social issues and leadership.
6. Develop a plan to assess effective organizational leadership's impact on employee performance and satisfaction, design training programs for transformational leadership, and implement key management practices to enhance business success.
7. Develop a critical understanding of adult education's role in promoting poverty reduction, gender equity, and employability skills in Botswana, while creating a comprehensive plan to address challenges such as funding inadequacy, resource access, and cultural barriers to inform future research and policy interventions.

MINIMUM 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.

SECTION B		QUALIFICATION SPECIFICATION	
GRADUATE OUTCOMES)	PROFILE	(LEARNING	ASSESSMENT CRITERIA
	<p>Core and Fundamentals</p> <p>LO 1: Apply specialised knowledge in the field of Christian service and teaching including understanding of methods of enquiry in Christian education to achieve strategic teaching and intervention.</p>		<p>1.1 Apply a deep understanding of the theoretical foundations of Christian education.</p> <p>1.2 Apply a range of research methods to explore and understand how students learn about the faith.</p> <p>1.3 Design and implement effective educational strategies tailored to meet the specific needs of individual students.</p> <p>1.4 Hypothesize and combine different teaching methods to originate new and innovative ways of imparting knowledge to students.</p> <p>1.5 Create a safe and supportive learning environment that encourages open dialogue and exploration.</p> <p>1.6 Construct a communication strategy that is tailored to the unique needs of your students, helping them to feel heard, understood, and valued.</p>

	<p>2 Plan and organize various activities that can help us create an engaging learning environment.</p> <p>3 Contribute to the ongoing growth and development of the Christian faith by continually developing and refining their knowledge and skillset.</p>
<p>Core and Fundamentals</p> <p>LO 2: Apply understanding of established codes of practice and capacity for critical analysis and interpretation of Biblical teachings to effect transformational learning.</p>	<p>(a) Carry a research that will lead to determining factors to demonstrate a deep understanding of the established codes of practice related to the study of Biblical teachings, including ethical guidelines, standards of conduct, and other regulatory frameworks.</p> <p>(b) Apply critical analysis and interpretation skills to Biblical teachings, including the ability to delve into historical and cultural contexts, examine language and symbolism, and consider the implications of the teachings in today's world.</p> <p>(c) Develop self-awareness of their own biases and beliefs and how they may affect their interpretation of the texts.</p> <p>(d) Create ways to apply the relevance of the Biblical teachings in today's world and apply them in a way that is both relevant and meaningful to their lives.</p>

	<p>(e) Construct a counselling approach that is both effective and respectful based on the Biblical teachings in counselling or therapy, while adhering to ethical guidelines and standards of conduct.</p> <p>(f) Design effective strategy to a broader community of learners engaged in an ongoing process of transformational learning, by sharing insights, perspectives, and ideas.</p> <p>(g) Develop a strategic plan to promote positive change and progress in both personal and global contexts and utilize the acquired knowledge to implement effective actions towards achieving said change and progress.</p>
<p>Core and Fundamentals</p> <p>LO 3: Carry out processes that require the use of specialised basic and applied research skills to solve problems, manage processes within broad parameters for specified activities and work outputs.</p>	<p>(a) Design a research plan that includes both basic and applied research techniques to determine comprehensive understanding of specialized research skills, including basic and applied research techniques.</p> <p>(b) Analyze complex problems using various techniques such as interviews, surveys, and observations.</p> <p>(c) Develop appropriate hypotheses and design experiments to test these hypotheses in a controlled and rigorous manner.</p>

	<p>(d) Interpret results to draw meaningful conclusions and recommendations.</p> <p>(e) Work within broad parameters while maintaining a level of precision and accuracy in their work.</p> <p>(f) Provide valuable insights into the underlying factors that contribute to problems and identify potential solutions.</p> <p>(g) Design strategies that can effectively ensure that desired outcomes are achieved within specified parameters.</p>
<p>Core and Fundamentals</p> <p>LO 4: 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>(a) Demonstrate proficiency in a range of advanced technical processes and skills, including data analysis, pattern recognition, and decision-making.</p> <p>(b) Apply creative thinking to develop innovative solutions to complex challenges.</p> <p>(c) Communicate effectively with others, including active listening, asking probing questions, and building rapport.</p> <p>(d) Design strategies to enhance collaboration with colleagues to generate comprehensive, innovative, and effective solutions.</p>

	<p>(e) Adapt to new challenges and situations by remaining flexible and open to new perspectives and approaches.</p>
<p>Core and Fundamentals</p> <p>LO 5: Demonstrate considerable responsibility and accountability for own work output and of others within a field of work or study.</p>	<p>(a) Create and demonstrate a high level of responsibility and accountability for learners' own work output, as well as that of others in their field of study.</p> <p>(b) Create a detailed plan to take ownership of assigned tasks, ensuring that they are completed with diligence, attention to detail, and a commitment to excellence.</p> <p>(c) Construct various strategies that can enable awareness of the impact of one's work on others within their field, including colleagues, clients, and stakeholders.</p> <p>(d) Continuously learn and grow by being open to feedback, accepting criticism, and taking steps to improve.</p> <p>(e) Exhibit a considerable level of responsibility and accountability, which is a hallmark of a successful, respected, and trustworthy professional.</p>
<p>Core and Fundamentals</p> <p>LO 6: Apply the understanding of conceptual tools for theological interpretation, spiritual</p>	<p>(a) Apply religious or philosophical concepts to various aspects of life, including work and study.</p>

<p>discipline and practical skills within a field of work or study.</p>	<ul style="list-style-type: none"> (b) Create a comprehensive strategy to easily gain a deeper understanding of complex ethical, moral, and social issues. (c) Develop more nuanced and effective solutions to problems. (d) Analyze and evaluate different perspectives on religious and philosophical thought. (e) Communicate effectively about religious and philosophical concepts and their applications in a variety of contexts. (f) Practice meditation, prayer, or mindfulness exercises to reduce stress and enhance overall well-being. (g) Incorporate spiritual discipline into their daily routine to improve their ability to concentrate.
<p>Pastoral Ministry</p> <p>LO 1: Explore the power of Christian teachings to unleashing one's God-given ability to make meaning in life and understand the role of faith in personal growth and development and gain insights into innate potential to lead fulfilling and purpose-driven lives.</p>	<ul style="list-style-type: none"> (a) Apply 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. (b) Employ the ability to help people use Christian teachings in their traditions to provide the fundamental starting point of accepted life.

	<p>(c) Demonstrate spiritual development and the formation of character by the application of the Christian teachings.</p> <p>(d) Create a personalized spiritual formation plan by which the marks of an authentic Christian spirituality are being formed and integrated ever anew using Christian teachings.</p> <p>(e) Create strategic ability to offer them an appropriate habitat for change to be affected as they apply the Christian teachings in their lives.</p>
<p>Pastoral Ministry</p> <p>LO 2: Critically apply role of cultural proficiency and spiritual maturation in pastoral service, and practice for benefit of the Ministry.</p>	<p>(a) Develop strategies to demonstrate the ability to guide people into the use of Christian teachings to deliberately foster their spiritual formation.</p> <p>(b) apply and integrate knowledge of different cultures, including their own, and effectively relate intercultural and cross-culturally in order to provide effective service in the contemporary world.</p> <p>(c) Implement 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.</p>

	<p>(d) 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.</p> <p>(e) Exercise the ability to 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>
<p>Church Planting</p> <p>LO 1: Understand and apply the importance of church planting in Botswana recognizing the significance of religious institutions in promoting positive change and identify the challenges and opportunities for church planting in Botswana and its potential impact on the community.</p>	<p>(a) Apply an understanding of the significance of church planting in Botswana.</p> <p>(b) Identify the challenges facing Botswana and how church planting can help to address them.</p> <p>(c) Develop an appreciation for the positive change that church planting can bring about in the country.</p> <p>(d) Plan and organize events that encourage participation and interaction among members to foster a sense of community and belonging through church planting.</p>

	<p>(e) Utilise acquire knowledge on how church planting can serve as a catalyst for social and economic development in Botswana.</p>
<p>Church Planting</p> <p>LO 2: Explore the role of education, leadership, and community psychology in Botswana's social and economic development.</p>	<p>(a) Design and construct a survey that will help gather data on the positive impact of church planting on social cohesion and support networks.</p> <p>(b) Explore effective strategies on how church planting can contribute to economic development through small business development and job creation.</p> <p>(c) Combine the efforts of community members and church leaders, they can plan and produce a strategy that caters to the specific religious and social needs of the community.</p> <p>(d) Develop an appreciation for the importance of supporting and encouraging the growth of new churches across the country.</p> <p>(e) Organize a community forum or a town hall meeting where local church planters and community members can come together to share their experiences and perspectives gain a deeper understanding of the impact of church planting in creating a strong and interconnected community.</p>

<p>Guidance and Counselling</p> <p>LO 1: Address the need for diverse therapies and counselling services in Botswana through identifying the gaps in the current system and developing strategies to provide culturally sensitive and effective support to individuals and communities in need.</p>	<ul style="list-style-type: none"> (a) Develop effective strategies to address the growing need for different types of therapies to help individuals and families cope with various challenges they may face in Botswana. (b) Create a safe and supportive environment for individuals to explore their thoughts and emotions to understand the significance of spiritual, psychological, moral, and social counselling in providing support and guidance to those who are struggling with a range of issues. (c) Plan and develop strategies career counselling services in helping individuals in Botswana find suitable employment. (d) Design a counselling program that integrates the different types of counselling services in achieving personal and professional growth in Botswana. (e) Conduct research to determine the impact of counselling services in Botswana, which could be used to design and develop effective interventions to improve mental health outcomes in the country.
<p>Guidance and Counselling</p> <p>LO 2: Analyze the challenges faced by individuals due to the lack of career guidance and counselling in Botswana and apply the</p>	<ul style="list-style-type: none"> (a) Develop a program that provides career guidance and counselling services to help individuals in Botswana develop the skills and

<p>knowledge gained to promote the well-being of individuals and families in Botswana by providing the necessary support and guidance.</p>	<p>knowledge they need to succeed in their chosen careers.</p> <p>(b) Construct a comprehensive career guidance and counselling system to promote the well-being of individuals and families in Botswana.</p> <p>(c) Develop strategies to provide effective career guidance and counselling to individuals in Botswana.</p> <p>(d) Conduct thorough research and organize the information in a systematic manner by combining research, planning, and creative approaches that can help to better comprehend the complex nature of career choices in Botswana.</p> <p>(e) Apply the knowledge and skills gained to positively impact the lives of individuals and families in Botswana through career guidance and counselling.</p>
<p>Chaplaincy</p> <p>LO 1: Understand the significance of chaplaincy services and reintegration qualifications for inmates and military personnel.</p>	<p>(a) Plan and develop training programs aimed at equipping chaplains with the skills and knowledge needed to effectively provide emotional and spiritual support in these unique environments.</p> <p>(b) Design new approaches to provide guidance and support to chaplains in assisting individuals in coping with stress and trauma, as well as</p>

	<p>providing guidance and support during times of crisis.</p> <p>(c) Create a plan to design a program that provides reintegration qualifications on reducing recidivism rates, and recognize the importance of providing education, job placement services, and other forms of support to help individuals rebuild their lives.</p> <p>(d) Plan and develop strategies for working collaboratively with chaplains and other professionals to provide comprehensive support to individuals in need.</p> <p>(e) Apply knowledge of the importance of chaplaincy services and reintegration qualifications to identify effective strategies for supporting the emotional and spiritual well-being of individuals in various settings, including correctional facilities and the military.</p>
<p>Chaplaincy</p> <p>LO 2: Advocate for resource allocation in Botswana's prison system and military as a means of addressing poverty and social exclusion.</p>	<p>(a) Develop targeted interventions that tackle the root causes of poverty and social exclusion, such as lack of access to basic resources.</p> <p>(b) Plan a research study to determine a report that could be used to inform policy makers, practitioners, and researchers interested in improving the quality of chaplaincy and</p>

	<p>reintegration services in Botswana's criminal justice system and military.</p> <p>(c) Plan and organize a series of workshops or training sessions to create a collaborative and inclusive environment where everyone can contribute to the development of innovative solutions to this pressing issue.</p> <p>(d) Conduct could develop a better understanding of the factors that contribute to enhancing knowledge on the impact of targeted interventions and support services in reducing poverty and social exclusion.</p> <p>(e) Organize advocacy strategies with the ability to analyse and interpret data from research studies to inform evidence-based advocacy efforts.</p>
<p>Community Psychology</p> <p>LO 1: Explore the crucial role of community psychology in Botswana by identifying challenges, applying relevant strategies, and demonstrating cultural sensitivity.</p>	<p>(a) Construct and produce effective interventions that can enhance understanding of the role of Community Psychology in promoting social change, community development, and well-being in Botswana.</p> <p>(b) Conduct research to identify the challenges and issues faced by Community Psychology practitioners in Botswana and develop strategies to overcome them.</p> <p>(c) Organize workshops and training sessions that focus on community mobilization, community-</p>

	<p>based participatory research, and the integration of traditional healing practices into Community Psychology qualifications to create sustainable solutions that promote health and well-being in communities across Botswana.</p> <p>(d) Create an itinerary that combines cultural sensitivity and community engagement in designing and implementing effective Community Psychology qualifications in Botswana to make the most out of your time away.</p> <p>(e) Apply the knowledge and skills gained through this learning experience to contribute to the development and implementation of Community Psychology qualifications in Botswana.</p>
<p>Community Psychology</p> <p>LO 2: Explore the intersections of social inequalities and masculinities in Botswana, analyze the role of community psychology and community development in promoting social change, and apply their understanding to design and implement effective interventions in their own communities.</p>	<p>(a) Plan and develop community-based programs that are designed to empower individuals and communities to demonstrate a comprehensive understanding of the various factors that contribute to social inequalities in Botswana and identify ways in which these inequalities can be addressed using principles of Community Psychology.</p> <p>(b) Plan a comprehensive research study, to analyze the relationship between community psychology and community development in</p>

	<p>Botswana and evaluate the ways in which these two fields can work together to promote social change.</p> <p>(c) Invent innovative solutions to evaluate the impact of masculinities on the health and well-being of individuals in Botswana and identify effective strategies to address this issue using Community Psychology principles.</p> <p>(d) Apply critical thinking and problem-solving skills to develop and implement community-based interventions that promote social justice and equity in Botswana.</p> <p>(e) Communicate effectively with diverse stakeholders and collaborate with community members to design and implement culturally appropriate interventions that address social inequalities and promote community well-being.</p>
<p>Organisational Leadership and Management</p> <p>LO 1: Understand the significance of effective organizational leadership in enhancing employee performance and satisfaction and develop strategies to implement it in their workplace.</p>	<p>(a) Explore the importance of effective organizational leadership in improving employee performance and satisfaction.</p> <p>(b) Develop an in-depth analysis of the characteristics of transformational leadership and its significance for organizational success.</p>

	<p>(c) Create a comprehensive plan to evaluate the key management practices necessary for organizational success, including planning, organizing, directing, and controlling.</p> <p>(d) Apply knowledge of effective organizational leadership to identify opportunities for improving employee performance and satisfaction in a given workplace.</p> <p>(e) Plan and develop effective leadership practices to synthesize and communicate strategies for implementing effective organizational leadership practices to enhance organizational success.</p>
<p>Organisational Leadership and Management</p> <p>LO 2: Demonstrate competency in applying the principles of organizational leadership and management to enhance the success and development of businesses and institutions, demonstrating their understanding of the critical role effective leadership and adaptable management play in the economic development of such organizations.</p>	<p>(a) Plan a detailed study of successful leaders in different industries, analyse their strategies and methods, and synthesize a set of best practices to demonstrate a comprehensive understanding of the key principles of effective leadership and management in various organizational contexts.</p> <p>(b) Develop a comprehensive research plan, to analyze and evaluate the economic impacts of effective leadership and management practices on businesses and institutions.</p>

	<p>(c) Apply critical thinking skills to identify and solve complex organizational problems using principles of leadership and management.</p> <p>(d) Develop effective strategies for enhancing organizational success and development through the application of leadership and management principles.</p> <p>(e) Communicate effectively, both orally and in writing, to convey complex ideas and concepts related to leadership and management in a clear and concise manner.</p>
<p>Adult Education</p> <p>LO 1: Demonstrate an understanding of the significance of adult education in addressing poverty reduction, enhancing employability, supporting the informal sector, and promoting gender equity within the context of Botswana.</p>	<p>(a) Organize and plan an in-depth research study to produce an in-depth analysis that provides a holistic understanding of the impact of adult education on poverty reduction in Botswana.</p> <p>(b) Conduct the study aimed to produce valuable insights into the effectiveness of adult education programs in Botswana, which could be used to inform policy and practice in this area.</p> <p>(c) Conduct research to hypothesize the factors that contribute to the success or failure of adult education programs and compose a set of recommendations to improve their effectiveness, and analyze the effectiveness of adult education in addressing the needs of Botswana's informal sector.</p>

	<p>(d) Develop a comprehensive understanding of the importance of adult education to address social and economic challenges in Botswana.</p>
<p>Adult Education</p> <p>LO 2: Explore the challenges and potential of adult education qualifications in Botswana to gain insights on policy interventions and social impact, which can be applied to develop effective adult education qualifications in other countries.</p>	<p>(a) Develop innovative strategies that can effectively tackle the challenges faced by adult education programs in Botswana, including inadequate funding, limited access to resources, and cultural barriers.</p> <p>(b) Develop a comprehensive needs survey to address the role of policy interventions in supporting adult education programs in Botswana.</p> <p>(c) Develop a detailed plans to ensure adult education contributes to poverty reduction, employability, informal sector development, and gender equity in Botswana.</p> <p>(d) Apply insights gained from analysing challenges faced by adult education programs in Botswana to inform future research and policy interventions.</p> <p>(e) Develop actionable recommendations for improving and supporting adult education programs in Botswana, based on an assessment of the challenges and opportunities in the field to meets the needs of learners and empowers communities to thrive.</p>

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BOTSWANA
Qualifications Authority

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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level [6]	Level [7]	Level [8]	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i> 18 Fundamental Courses 204 Credits	A Biblical Theology of Worship		13		13
	Expository Preaching		13		13
	Preparing and Preaching Bible Messages		13		13
	Principles of Biblical Interpretation		13		13
	Life of Christ in the Synoptic Gospel	10			10
	A Study in the Book of Hebrews	10			10
	Pentateuch	10			10
	The Corinthian Letters	10			10
	Daniel and Revelation	10			10
	The Book of Acts	10			10

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	Wisdom Literature	10			10
	The Church: From Pentecost to the Reformation		13		13
	The Church: From Reformation to the 20th Century		13		13
	Man and Sin		13		13
	God and Angels		13		13
	Christology: Jesus, Son of God in the Spirit	10			10
	Paul's Salvation Letters: Galatians and Romans	10			10
	The Biblical Role of Women	10			10
CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Graduate Research and Writing: Principles and Practice			15	15
	Introduction to Philosophy		13		13

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<p>10 Core Courses</p> <p>149 Credits</p>	Introduction to Psychology: Christian Perspective	A	13		13
	Introduction to Sociology		13		13
	How to Speak in Public		13		13
	Old Testament Literature: His Story		13		13
	New Testament Literature		13		13
	Soteriology		13		13
	Pneumatology		13		13
	Internship		30		30

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STRANDS/SPECIALISATION	<i>Subjects/ Courses/ Modules/Units</i>	Credits Per Relevant NCQF Level			Total Credits
		Level [6]	Level [7]	Level [8]	
1. Pastoral Ministry	Spiritual Formation: Principles of Christian Discipleship**			15	15
	Managing Conflict		13		13
	The Work of the Pastor		13		13
	Introduction to Pastoral Counselling		13		13
	Church Business		13		13
	The Church's Educational Task		13		13
	Research Essay: Church Ministry		47		47
2. Guidance and Counselling	Relationships for a Lifetime of Ministry			15	15
	Christian Counselling		13		13
	Marriage & Family		13		13
	Managing Conflict		13		13

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	Marriage Counselling: A Cross-Cultural Approach		13		13
	Ministerial Ethics		13		13
	Research Essay: Guidance and Counselling		47		47
3. Church Planting	Trends and Current Issues in Missions		13		13
	Strategy for Church Growth		13		13
	The Bible and Missions		13		13
	Introduction to Missions		13		13
	Great Commission Strategies		13		13
	Philosophy of Missions		13		13
	Research Essay: Church Planting		47		47

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4. Chaplaincy	Chaplaincy Practicum			15	15
	Cross-Cultural Communications		13		13
	Christian Counselling		13		13
	Managing Conflict		13		13
	An Introduction to Chaplaincy		13		13
	Community Engagement: Human Relations		13		13
	Research Essay: Chaplaincy		47		47
5. Community Psychology	Community Psychology**			15	15
	The Church's Response to the HIV/AIDS Crises		13		13
	Community Engagement: Human Relations		13		13

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	Communicating Christian Faith in a Pluralistic Society		13		13
	Cross-Cultural Communications		13		13
	Christian Counselling		13		13
	Research Essay: Community Psychology		47		47
6. Organisational Leadership and Management	Leadership Emergence Patterns			15	15
	Church Administration, Finance, and Law (BSB)		13		13
	Leading Christian Organizations (DS)		13		13
	Societal Interaction: Human Relations		13		13
	Guidelines for Leadership		13		13
	Managing Conflict		13		13

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	Research Essay: Organisational Management and Leadership		47		47
7. Adult Education	Educational Psychology**			15	15
	Competency and Proficiency in Teaching		13		13
	Christian Adult Education in Cultural Context		13		13
	Foundations of Educational Psychology		13		13
	Instructional Media		13		13
	Principles of Teaching		13		13
	Research Essay: Adult Education		47		47

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

NCQF Level	Credit Value
6	100
7	350
8	30
TOTAL CREDITS	480

Rules of Combination:

To graduate a learner should achieve 204 credits from Fundamental, 149 credits from Core, and 127 credits from a specialisation of their choice. These should total a minimum of 480 credits required for graduation.

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 this, Credit Accumulation and Transfer (CAT) is applicable for the award of credits towards this qualification.

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

- Bachelor of Arts in Humanities
- Bachelor of Arts in Pastoral Studies
- Bachelor of Arts in Bible and Theology
- Bachelor of Arts in Counselling
- Bachelor of Arts in Religious Education
- Bachelor of Arts in Missions
- Bachelor of Arts in Bible/Pastoral Ministries

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

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

Employment

Graduates will have requisite competencies and attributes to work as:

- Church Leader (Pastor, Teacher, Evangelist, Prophet, Apostle)
- Counsellor (Christian Counselling Services)
- Missionary
- Community Development Programmes' Leader
- Chaplain (In Defence and Security Services)
- Charity Worker
- Social Worker
- Church Administrator (Church Ministry and Leadership)

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 qualification requirements; Course work, Research and industrial attachments, and a minimum of 480 credits.

Upon the attainment of this qualification, graduates will be issued a certificate that is reflective of their meritorious accomplishments. It is imperative that the criteria for success are met in order to receive this coveted certification.

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

The qualification compares with the following:

REGIONAL COMPARABILITY

SUMMARY OF SIMILARITIES AND DIFFERENCES OBSERVED

Similarities

1. Title of Qualification, NQF Level & Credit Value or Duration (where applicable)

- a. All of the Bachelor's degree qualifications in theology described above share a similar interdisciplinary structure, with five main divisions that make up their curriculum: Bible, Theology, Missions, Ministry, and General Education.
- b. All these qualifications include modules that cover a range of topics related to Pastoral Ministry, Church Planting, Guidance and Counselling, Chaplaincy, Community Psychology, Organisational Leadership and Management, and Adult Education.
- c. All these qualifications are at level 7 on the National Qualifications Framework (NQF).

2. Main Exit Outcomes

- a. All the institutions listed qualifications aim to provide education and training in Christian ministry and service.

- b. All qualifications seek to equip their students with a deep understanding of biblical studies, practical ministry skills, and spiritual maturity.
- c. All qualifications aim to prepare their graduates to serve in various ministry areas, such as pastoral care, evangelism, and teaching.
- d. All qualifications encourage students to pursue ongoing personal growth and lifelong learning, and to participate effectively in Christian ministry.
- e. All the benchmarked qualifications aim to equip learners with the necessary skills and knowledge to fulfil their calling and serve the Church and the community.

3. Domains/Modules/Courses/Subjects covered (Fundamental, core & electives)

- a. The benchmarked qualifications offer a combination of core and elective courses that students must complete to earn a degree.
- b. All qualifications require students to complete a specific number of courses to earn their degree.

4. Assessment strategies and Weightings

- a. Passing a course is required for all benchmarked qualifications, with a minimum grade to pass.
- b. It is to be noted that the successful completion of a course is mandatory for attaining each of the benchmarked qualifications.
- c. Furthermore, a minimum grade has been established as a requisite for passing all qualifications.

- d. It is essential to meet this criterion to obtain a certification of completion.

5. Qualification rules and minimum Standards for the award of the qualification

- a. The similarities between the qualifications mentioned are that they are all undergraduate academic degrees in theology, biblical studies, ministry leadership, and pastoral care and counselling.
- b. Each qualification has set a minimum number of credits that must be accumulated by the students to receive their respective qualifications.
- c. The qualifications are globally recognized and are designed to prepare students for a career in ministry, theology, and other related fields.
- d. These qualifications have a credit-based system for their undergraduate qualifications, and each has a specific minimum credit requirement for the award of their respective qualifications.

6. Education and Employment Pathways

- a. All the benchmarked qualifications offer education and employment pathways related to Christian services.
- b. The qualifications pathways include pastoral care, missions, church-related instruction, administration of Christian education, and counselling services.
- c. Additionally, some universities offer pathways related to journalism, social work, chaplaincy, and corporate consultancy services.

Differences

1. Title of Qualification, NQF Level & Credit Value or Duration (where applicable)

- a. There are some differences between the benchmarked qualifications. For example, the South African Theological Seminary's Bachelor of Theology program requires 360 credits for completion, with a concentration of 144 credits in counselling, while the University of Botswana's Bachelor of Pastoral Care and Counselling program requires 480 credits for completion.
- b. The Malawi Assemblies of God University's Bachelor of Arts in Biblical Studies program requires a total of 159 credits, while the West Africa Advanced School of Theology's Bachelor of Theology Degree requires 129 credits.
- c. The Global University's Bachelor of Arts in Biblical Theology program with a Counselling Concentration is a 120-credit program, while Bethel Ministry College/Northwest University's Bachelor of Arts in Ministry Leadership program requires 120 credits for completion.
- d. Vanguard University's Bachelor of Arts in Theology with a concentration in Pastoral Leadership Studies requires 124 credits for completion.

2. Main Exit Outcomes

- a. The benchmarked qualifications differ in terms of their focus, objectives, and outcomes.
- b. Some qualifications emphasize the practical competencies of pastoral ministry, while others focus on spiritual development, global evangelism, and academic knowledge of biblical studies and theology.
- c. Other qualifications equip students with the skills and knowledge to provide pastoral care and counselling, make ethical decisions, and apply missiological and intercultural theories in diverse contexts.

3. Domains/Modules/Courses/Subjects covered (Fundamental, core & electives)

- a. The main differences between the theological schools are the number of courses offered and their focus areas. For instance, the South African Theological Seminary (SATS) offers the highest number of courses, with 56 compulsory and 5 elective courses. On the other hand, the University of Botswana (UB) offers the lowest number of courses, with only 12 fundamentals, 20 core, and 16 optional/elective components.
- b. In terms of focus areas, the Malawi Assemblies of God University focuses on offering 51 core courses, while the West Africa Advanced School of Theology (WAAST) offers 43 core courses. The Global University (GU) offers a balance of 27 core courses and 15 electives, while the Bethel Ministry College/Northwest University in the USA offers the highest number of courses with 96 core courses and 24 electives. Vanguard University offers 53 core curricula, 38 theology major core, and 33 pastoral leadership studies concentrations.

4. Assessment Strategies and Weightings

The assessment strategies and weightings of benchmarked qualifications differ mainly due to the minimum passing grade required to pass a course.

Some qualifications require a passing grade of 50%, while others require a higher passing grade of 70%.

Some qualifications have a minimum passing score of 60%, while others do not specify a minimum passing score.

The weightings of formative and summative assessments vary across universities.

While some qualifications give equal weight to formative and summative assessments, others give more weight to one over the other.

5. Qualification rules and minimum Standards for the award of the qualification

The universities listed have different qualification rules and minimum standards for the award of their respective qualifications.

6. Education and Employment Pathways

The benchmarked qualifications offer diverse educational and occupational pathways for professionals seeking to advance their careers in various fields related to Christian service.

COMPARABILITY AND ARTICULATION OF THE PROPOSED QUALIFICATION WITH THE ONES EXAMINED

In comparing the current reviewed qualifications with the benchmarked qualifications, there is a significant similarities and differences which stand out as the strength of the reviewed qualification.

1. Title of Qualification, NQF Level & Credit Value or Duration (where applicable)

- a. It should be noted that when the titles of benchmarked qualifications differ from those of the reviewed qualification, this does not necessarily indicate a deviation from the main objectives required by the reviewed qualification.
- b. Rather, such differences are often influenced by the context within which the qualification was designed.
- c. It is important to acknowledge that these variations in nomenclature do not impact the core objectives of the qualification and should not be considered as such.

2. Main Exit Outcomes

- a. Qualifications vary in focus, with some emphasizing practical pastoral skills, others focusing on spiritual growth and academic knowledge, and some equipping students for pastoral care in diverse contexts. The context from which the qualification is developed also influences these differences.

- b. Therefore, the differences do not compromise the similarities of the benchmarked qualifications with the reviewed qualification. The main exit outcomes

3. Domains/Modules/Courses/Subjects covered (Fundamental, core & electives)

- a. Differences can be observed among the benchmarked schools in their qualification's offerings and specific areas of focus. The objective of courses that make up their qualifications is to provide students with a foundational understanding of theology, as well as equip them with practical skills and knowledge that can be applied in their future careers in different streams.
- b. This pedagogical methodology not only provides students with a broad understanding of theology but also enables them to specialize in areas that align with their career goals. As a result, students receive a comprehensive and well-rounded education which equips them with the necessary knowledge and skills to succeed in their future careers.
- c. The analysis shows that the domains, modules, courses, and subjects covered by the qualifications that were used as benchmarks are highly compatible with the qualification currently under review. This means that the topics, areas of study, and learning outcomes included in both the benchmarked qualifications and the qualification being evaluated are closely aligned. This alignment indicates that the qualification under review has been designed to meet the relevant industry standards and requirements. Therefore, the benchmarked qualifications provide a strong foundation for assessing the quality and rigor of the qualification being reviewed.

4. Assessment strategies and Weightings

- a. The strategies for assessing qualifications and the weightings assigned to them can vary due to the minimum passing grades required for each course. Additionally, formative, and summative assessment weightings may differ across universities.

- b.** Nonetheless, these differences do not compromise the similarity of these qualification assessment strategies and weightings. The variation is based on the context from which the qualification is designed.
- c.** Therefore, the assessment strategies and weightings of reviewed and benchmarked qualifications carry equal weight.

5. Qualification rules and minimum Standards for the award of the qualification

- a.** The under-reviewed and the benchmarked qualifications bear the same Qualification rules and minimum Standards for the award of the qualification far more than the differences.
- b.** The awarding of qualifications is subject to different qualification rules and minimum standards that are dependent on the context. While these contextual variations exist, they do not significantly impact the under reviewed qualification.

6. Education and Employment Pathways

- a.** The benchmarked qualifications provide diverse educational and occupational pathways for professionals who are seeking to advance their careers in various fields related to Christian service, such as Pastoral Ministry, Chaplaincy, Adult Education, Community Psychology, and Guidance and Counselling. Even though there are similarities in education and employment pathways, each qualification offers unique opportunities. This articulation aligns with the qualification being reviewed, as education and employment pathways are designed based on the socio-economic needs to which the qualification caters such as Bachelor of Social Work, Bachelor of Arts in Humanities, Master of Arts in Social Work, Master of Arts in Bible and Theology, and Master of Arts in Missions.

Note: The strength of the qualification under review:

1. When compared to the benchmark, the interdisciplinary structure of the qualification under review presents an advantageous opportunity for graduates to specialize in their preferred area of interest. Unlike one major strand with different divisions, this structure allows for a greater degree of specialization. This feature is particularly beneficial in the job market, where employers often seek candidates with specific skills and knowledge.
2. After conducting thorough market research, the qualification has been specifically designed to cater to the Botswana market, with a focus on meeting industry-specific needs. The qualification has been tailored to ensure it aligns with the latest trends and requirements of the market and is backed by a wealth of data and insights obtained from Human Resource Development (NHRD), HRDC Priority Skills - Current and Future (2019), Job Vacancy Database Report Quarter 3 (Oct - Dec 2018), and imperial data.
3. The qualification under review comprises an in-depth research component that bestows upon the students an intricate understanding of their chosen field. The research component is aimed at providing students with a comprehensive understanding of their academic strand. This academic pursuit is designed to equip students with the necessary skills and knowledge to undertake meaningful research that contributes to the advancement of their field. The reviewed qualification recognizes the significance of research in the academic and business world and aims to prepare students to be competent in their respective fields.

REVIEW PERIOD

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

BQA NCQF QUALIFICATION TEMPLATE

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	
REVISION DATE:		NAME OF PROFESSIONAL BODIES/REGULATORY	

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