

BQA NCQF Qualification Template

DNCQF.FDMD.GD04

Issue No.: 01

QUALIFICATION SPECIFICATION										SECTION A				
QUALIFICATION DEVELOPER		Assembly Bible College (ABC)												
TITLE		Master of Arts in Ministerial Studies						NCQF LEVEL		9				
FIELD		Humanities and Social Science			SUB-FIELD		Ministerial Studies							
New qualification			√		Review of existing qualification									
SUB-FRAMEWORK		General Education					TVET				Higher Education		√	
QUALIFICATION TYPE		Certificate					Diploma				Bachelor			
		Bachelor Honours					Master		√		Doctor			
CREDIT VALUE :										240				

RATIONALE AND PURPOSE OF THE QUALIFICATION

Rationale for the Qualification

Throughout the pre-colonial and colonial era, even up to contemporary times, religious organisations have made a significant contribution to the development of education in Botswana (Moorad, 1993; Mautle, 2001).

Botswana is a highly religious society, with Christianity dominating (Kgosimore, Sebolai, Macheng & Mabote, 2011). The role of the church's teachings in society embody a great deal of an educative institution as it teaches the society in social aspects of life such as morality, behavioural patterns (Byaruhanga – Akiik, 1984). He further asserts that Christian teachings instruct on ethics such as justice, injustice, loving your neighbours, lectures against jealousy, and righteousness. According to Byaruhanga – Akiik (1984), the church teaches against youth's shameless beer drinking before elders, insulting others, quarrelling and fighting with elders.

From their census analytic data report, Kgosimore, et al. (2011), recorded low rates of marriages and high rates of cohabitation owing to the collapse of solid family structure. Based on his critical analysis of Christian teachings, Byaruhanga – Akiik (1984) asserts that most church denominations cater for the welfare, health, prosperity and well-being of the society.

Botswana as a nation recognises the Church as one of the civil society which is hoped to help eliminate most of the problems faced by youth. In his presentation at the launching of the National Youth Policy 1996, the then Minister of Labour and Home Affairs, (Hon. B. K. Temane) link Churches with the Government in support to fight against youth problems.

Christian teachings undoubtedly changed Botswana's customs such as marriage customs especially polygamy, rainmaking ceremonies and customs related to the burial of the dead Sales (1973). The Christian teachings spread the message of 'unity' which is one of the most significant pillar that promote a democratic society, as in the case of Botswana's Vision 2016.

Extract from his report of the joint advisory committee of Ntlo ya Dikgosi and Botswana Council of

Churches on Social Values, Gaborone (2008) articulate the role of the church and other religious institutions being agents for spiritual and moral guidance, spiritual counselling, the societal changes, and enhancing requisite moral regeneration.

On the year 2015, Botswana engaged a consultative Presidential task Team (PTT) to consult with Batswana on their future, out of which Vision 2036 was born. The vision regards faith as foundational to build society's moral and ethical standards for social development and cohesion. It further depict religion as part of fabric that holds society together, expected to safeguard morality, promote tolerance, and assure progressive governance. In Botswana, religious organisations have been instrumental in the building of the country and will continue to do so in future. They continue to provide services such as medical treatment, leadership, orphan care, education, to name but a few. Botswana is a plural society and different religions have and will continue to play a major role in the development of this country" (Vision 2036 Presidential Task Team, 2016, p.27).

"Botswana's religious institutions, in partnership with government, will play an increased role in safeguarding morality, promoting tolerance, and assuring progressive governance. Our society's moral values will be premised on a variety of ethics, including religious ethics. Religious organizations will play a key role in advising the government on moral and governance issues. All religions will be accorded the respect to play a meaningful role in Botswana's socio-economic development" (Vision 2036 Presidential Task Team, 2016, p.28).

"Faith is the foundation upon which society builds its moral and ethical standards for social development and cohesion. Botswana will be morally upright and tolerant of one another, irrespective of gender, age, location, religion or creed, ethics origin, sex, disability, language or political opinion. Freedom of worship will continue to be guaranteed to promote tolerance, peace and social cohesion across all sections of our society. The principle of *Botho* will be an anchor that guides our lives. Among others, faith-based institutions will play a significant role in shaping the morality of our society" (Vision 2036 Presidential Task Team, 2016, p.18).

Hence it is based on these studies, national perspectives and observations, this qualification is designed to close this gap, and to equip students with skills and methodologies to be lifelong learners as they participate in individual research, personal scholarship, and practical application that prepares them to do

an advanced, in-depth, specialized study of the Bible and related subjects at the post-baccalaureate degree level. to position Botswana to offer quality, relevant and efficient education system.

Purpose

The purpose of this qualification is to produce graduates who have skills and competencies to.

- Minister and serve with professional excellence as pastor, educator, leader, missionary, and support staff within the church, missions, and educational organizations.
- Integrate various approaches to biblical and theological studies into ministry.
- Develop and practice valid systems of biblical hermeneutics and exegesis.
- Engage in advanced theological reflection that will improve ministry skills and practice.
- Develop a strong Pentecostal theological perspective.
- Exhibit writing and speaking skills that are necessary in ministerial practice and research.
- Engage in research and studies beyond the MA degree.

ENTRY REQUIREMENTS (including access and inclusion)

Minimum Entry Requirements

The minimum entry requirement is a Bachelor's Degree Honours. A Post-Graduate Diploma (NCQF level 8) in the same or a cognate field of study may also meet entry requirements provided that at least 20 credits at level 8 have been allocated to research methodology within or additional to the qualification.

Special Entry

There will be other forms of admission such as RPL and CAT. These will be done in accordance with the National RPL and CAT policies.

QUALIFICATION SPECIFICATION B

SECTION

GRADUATE PROFILE (LEARNING OUTCOMES)

ASSESSMENT CRITERIA

<p>1. Teach, minister, and serve with professional excellence as pastor, educator, leader missionary, and support staff within church, mission, and educational organizations.</p>	<p>1.1 Defend the statement that the Bible is a work of literature. Recognize and talk about the human experiences that make up the content of much of the Bible.</p> <p>1.2 Illustrate the transmission process and the organization of Integrate the Scripture, and the ability to make an application from the biblical text that is consistent with the author's intent and relevant for your contemporary audience.</p> <p>1.3 Interrogate the didactic and theological purposes of Luke's narrative.</p> <p>1.4 Develop a description of the religious situation Jesus dealt with during His ministry using information about the five groups associated with first-century Judaism.</p> <p>1.5 Cross-examine the significance of the role of the Holy Spirit in the preparation of Christian leaders.</p> <p>1.6 Explore and trace God's plan to bless the nations (Missio Dei) through both the Old and New Testaments.</p> <p>1.7 Utilize critical thinking skills to evaluate your own written work and the books and articles published by others.</p> <p>1.8 Develop and understanding the major significant grammatical features of Koinē Greek, and the importance of key aspects of Greek grammar for interpreting the New Testament.</p> <p>1.9 Utilise key theological idea for presentation in a sermon, to construct and deliver a sermon that is true to the biblical text, relevant and applicable to the audience.</p> <p>1.10 Plan an effective class lecture with instructional methodologies relevant to adults.</p>
<p>2. Intergrate various approaches to biblical and theological studies into contextualized ministry.</p>	<p>2.1 Apply the literary genre or genres to which given biblical texts belong, and discuss given biblical texts in terms appropriate to their genre.</p>

	<p>2.2 Summarize the characteristics of distinct genres in the Bible and demonstrate how each literary form affects meaning.</p> <p>2.3 Interrogate the phrase “X was filled with the Holy Spirit” as a <i>pneuma</i> discourse.</p> <p>2.4 Create a chart that shows how the various Roman rulers of the New Testament era related to Jesus and the early Christians.</p> <p>2.5 Discuss the significance of key <i>missiological</i> terms and themes within New Testament literature.</p> <p>2.6 Distinguish between the three basic research approaches by determining when each would be appropriate to use.</p>
<p>3. Develop and practice valid systems of biblical hermeneutics and exegesis.</p>	<p>3.1 Describe the unity and structure of given biblical texts.</p> <p>3.2 Evaluate the hermeneutical principles, and the different approaches to the hermeneutics of historical narrative and develop an awareness of how they affect one’s understanding of Luke’s pneumatology.</p> <p>3.3 Interpret the Great Commission passages in the light of their immediate and remote biblical contexts.</p> <p>3.4 Illustrate how a knowledge of the first-century Mediterranean world contributes to a better understanding of many details of Acts.</p> <p>3.5 Translate from the Greek New Testament with the aid of textual glosses.</p> <p>3.6 Translate Greek New Testament passages with the use of a lexicon and Greek grammar, and apply Greek in advanced exegesis in a professional and personal way.</p> <p>3.7 Apply the principles of textual research to historical questions, both in contemporary ministerial contexts and in biblical interpretation.</p>

<p>4. Develop a strong Pentecostal theological perspective.</p>	<p>4.1 Employ insights from the various schools of biblical criticism to strengthen your understanding of the inspiration and unity of the Bible.</p> <p>4.2 Discuss the doctrine of the prophethood of all believers as it unfolds in Luke's portrait of Jesus, His disciples, and their converts.</p> <p>4.3 Compile a list of social customs that are relevant to understanding the New Testament.</p> <p>4.4 Analyze given leadership models and assess the suitability of their application in the context of your own ministry.</p> <p>4.5 Identify and explain the significance of God's agenda for the nations as given in the Old Testament, and discuss how this agenda influences the concept of the kingdom of God in the New Testament.</p> <p>4.6 Outline the major topics involving the Spirit of God in the OT.</p>
<p>5. Engage in critical thinking with advanced theological reflection that will improve ministry skills and practice.</p>	<p>5.1 Evaluate current issues in your cultural and ministerial context from a biblical perspective.</p> <p>5.2 Examine the narrative structure in Luke–Acts to determine how Luke's narrative strategy focuses the reader's attention on the presence and activity of the Holy Spirit.</p> <p>5.3 Elucidate how the history and culture of the Middle East from 538 BC to AD 100 shaped the world of the New Testament.</p> <p>5.4 Discuss cultural influences on leadership and how they relate to the Christian leadership role.</p> <p>5.5 Demonstrate the skills of effective academic writing by producing written work that is clear, accurate, convincing, and properly formatted.</p> <p>5.6 Reconstruct the concept of the Spirit that the OT writers understood.</p>

	<p>5.7 Trace major themes or agendas throughout the book of Acts (such as empowerment by the Spirit, cross-cultural evangelism, and prayer) and how those themes further develop ideas introduced in Luke's first volume (the Gospel of Luke).</p> <p>5.8 Develop advanced skills in using both print and electronic biblical language research tools (lexicons, concordances, grammars, wordbooks, etc.) in order to deepen one's understanding of the biblical texts.</p> <p>5.9 Display use of advanced reading skills by reading and translating correctly from memory the vocabulary of the New Testament and other Koinē writings.</p> <p>5.10 Develop research proposals based on problems encountered in ministerial practice in your cultural context.</p> <p>5.11 Select a research topic and develop a formal research proposal according to guidelines presented in this study guide and recommended research methodology resources.</p>
<p>6. Masters writing and speaking skills that are necessary in pulpit ministry and in producing scholarly works for publication.</p>	<p>6.1 Develop strategy that can help to avoid dangerous trends in biblical interpretation that have recurred throughout church history.</p> <p>6.2 Evaluate the implications for us of the Holy Spirit's role in the spread of the gospel from Jerusalem to Samaria and western Judea and to the ends of the earth; in other words, from Jews to Samaritans to Gentiles.</p> <p>6.3 Describe given leadership types and evaluate the application of each type in Christian leadership.</p> <p>6.4 Develop a personal position statement that reflects the missionary nature of the church—including both the evangelistic and socio-humanitarian mandates—and expresses how living according to this statement will affect your ministry.</p> <p>6.5 Demonstrate the steps needed to transform an academic paper or research report into a publishable manuscript. These steps should incorporate principles of critical thinking, publishing ethics, and the REV principle.</p>

	<p>6.6 Determine ways in which the lessons Luke teaches through his major themes in the book of Acts can be applied most effectively in your own cultural/ministerial context.</p> <p>6.7 Employ several types of research design in conducting scholarly research and analyzing data. Apply methodology and principles presented in this study guide and the recommended research methodology resources to the chosen research topic.</p> <p>6.8 Exhibit an understanding of the quantitative method by evaluating selected papers and presenting a brief quantitative research report.</p> <p>6.9 Investigate the meaning of Greek words by examining their use in context.</p> <p>6.10 Demonstrate a grasp of function in matters of grammar, syntax, and semantics. Reflect a level of Greek translational skills that is semantical in nature.</p>
<p>7. Apply character and faith through maturity in personal Christian living, strong interpersonal skills, and servant-oriented leadership.</p>	<p>7.1 Discuss the aspects of any given biblical text with respect to its technique, artistry, or style.</p> <p>7.2 Evaluate your personal leadership role and development as these relate to your spiritual maturity and growth.</p> <p>7.3 Assemble the various kinds of empowering by the Spirit referred to in the OT.</p> <p>7.4 Demonstrate a basic understanding of the structure and elements of biblical Greek and biblical Hebrew, even if you do not pursue formal studies in either language.</p> <p>7.5 Apply the principles of qualitative research methods to social situations</p>
<p>8. Engage in research and study beyond the Masters level.</p>	<p>8.1 Contextualize the biblical meaning of given Scripture passages.</p> <p>8.2 Discuss the principle of historical precedent, identify its role in Luke–Acts, and evaluate whether it functions legitimately to determine normative belief and practice.</p>

	<p>8.3 Formulate your view of the work of the Spirit in the NT believer based on OT precedent and prophecy.</p> <p>8.4 Demonstrate how the book of Acts accurately represents what is known about the first-century Greco-Roman world.</p> <p>8.5 Access essential resources and support services for the writing of a master's level thesis.</p> <p>8.6 Demonstrate skills in doing sustained research and applying the principles of research methodology to contribute to a body of knowledge.</p> <p>8.7 Employ several types of research design in planning scholarly research.</p>
<p>9. Develop advanced research skills and methodologies that will lead to proficiency in research and critical analysis at the highest levels of academic scholarship.</p>	<p>9.1 Evaluate, with regard to exposition of the pneumatology of the Lucan literature, the secondary literature on the subject.</p> <p>9.2 Categorize and summarize library and Internet resources available to scholars and researchers.</p> <p>9.3 Master the skills of writing a thesis under the direction of an appointed thesis committee, defending it.</p> <p>9.4 Investigate possibilities for presenting research findings at conferences and publishing them in scholarly journals.</p> <p>9.5 Collect, analyse, and interpret data in quantitative research.</p>
<p>10. Create and/or renew support systems for ministry development and longevity.</p>	<p>10.1 Apply church leadership foundations to the cultural context.</p>

QUALIFICATION STRUCTURE

This MA degrees allow students to choose a broad field degree plan with no specialization or a degree plan with a specified concentration. Choices for the Ministerial Studies program are

1. Broad Field Plan
2. Education Concentration
3. Intercultural Studies Concentration
4. Leadership Concentration

11. Students must complete 240 graduate credits beyond the bachelor's degree.

12. Students may choose to write a 45-credit thesis as part of the 240 required credits.

13. Students who do not complete a thesis as a part of a Master of Arts degree plan are required to submit a capstone paper in addition to completing the 240 credits required for the degree.

SECTION C¹

Broad Field Plan – 240 Credits		Level	Credits
FUNDAMENTAL COMPONENT Subjects / Units / Modules /Courses	Preaching to Change Lives	9	16
	Strategies for Cross-Cultural Ministry	9	16
	Research Methodology	9	16
	Teaching Strategies	9	16
	Educational Psychology	9	16
	**Thesis: Ministerial Studies	9	32
CORE COMPONENT Subjects / Units / Modules /Courses	The Bible as Literature: Theory and Methodology	9	16
	Hermeneutics: God's Message and Its Meaning	9	16
	Pneumatology in Lucan Literature	9	16
	Backgrounds to the New Testament: Cultural and Historical Contexts	9	16
	Foundations for Christian Leadership	9	16
	The Biblical Theology of Missions	9	16
	Graduate Research and Writing: Principles and Practice	9	16
	Theology of the Holy Spirit in the Old Testament	9	16
Total Credits:			240
Non-Thesis Option (Instead, learners do	Spiritual Formation: Principles of Christian Discipleship	9	16

<i>enrol for these three courses and a "Capstone")</i>	Relationships for a Lifetime of Ministry	9	16
	Capstone	9	0

SECTION C ²			
Education Concentration – 240 Credits		Level	Credits
FUNDAMENTAL COMPONENT Subjects / Units / Modules /Courses	Relationships for a Lifetime of Ministry	9	16
	Educational Measurement	9	16
	Research Methodology	9	16
	Teaching Strategies: Facilitating Adult Education	9	16
	Conflict Management	9	16
	**Thesis: Education	9	32
CORE COMPONENT Subjects / Units / Modules /Courses	The Bible as Literature: Theory and Methodology	9	16
	Hermeneutics: God's Message and Its Meaning	9	16
	Pneumatology in Lucan Literature	9	16
	Backgrounds to the New Testament: Cultural and Historical Contexts	9	16
	Foundations for Christian Leadership	9	16
	The Biblical Theology of Missions	9	16
	Graduate Research and Writing: Principles and Practice	9	16
	Theology of the Holy Spirit in the Old Testament	9	16
Total Credits:			240
Non-Thesis Option (Instead, learners do enrol for these three courses and a "Capstone")	Educational Psychology	9	16
	Curriculum and Instructional Design	9	16
	Capstone	9	0

SECTION C ³			
<i>Intercultural Studies Concentration – 240 Credits</i>		Level	Credits
FUNDAMENTAL COMPONENT Subjects / Units / Modules /Courses	Strategies for Cross-Cultural Ministry	9	16
	History of the Expansion of Christianity	9	16
	Research Methodology	9	16
	Teaching Strategies	9	16
	Paradigms for Pentecostal Missions	9	16
	**Thesis: Missions	9	32
CORE COMPONENT Subjects / Units / Modules /Courses	The Bible as Literature: Theory and Methodology	9	16
	Hermeneutics: God's Message and Its Meaning	9	16
	Pneumatology in Lucan Literature	9	16
	Backgrounds to the New Testament: Cultural and Historical Contexts	9	16
	Foundations for Christian Leadership	9	16
	The Biblical Theology of Missions	9	16
	Graduate Research and Writing: Principles and Practice	9	16
	Theology of the Holy Spirit in the Old Testament	9	16
Total Credits:			240
<i>Non-Thesis Option</i> <i>(Instead, learners do enrol for these three courses and a "Capstone")</i>	Missions from the Two-Thirds World: Issues and Models for the Emergent Church	9	16
	Trends and Current Issues in Missions	9	16
	Capstone	9	0

SECTION C ⁴			
Leadership Concentration – 240 Credits		Level	Credits
FUNDAMENTAL COMPONENT Subjects / Units / Modules /Courses	Leadership Emergence Patterns	9	16
	Dynamics of Christian Organisations	9	16
	Research Methodology	9	16
	Teaching Strategies	9	16
	Conflict Management	9	16
	**Thesis: Leadership	9	32
CORE COMPONENT Subjects / Units / Modules /Courses	The Bible as Literature: Theory and Methodology	9	16
	Hermeneutics: God's Message and Its Meaning	9	16
	Pneumatology in Lucan Literature	9	16
	Backgrounds to the New Testament: Cultural and Historical Contexts	9	16
	Foundations for Christian Leadership	9	16
	The Biblical Theology of Missions	9	16
	Graduate Research and Writing: Principles and Practice	9	16
	Theology of the Holy Spirit in the Old Testament	9	16
Total Credits:			240
Non-Thesis Option (Instead, learners do enrol for these three courses and a "Capstone")	Leadership Research	9	16
	Leadership Training Methods	9	16
	Capstone	9	0

ASSESSMENT & MODERATION ARRANGEMENTS

There shall be internal and external moderation done according to the ETP moderation Policy in collaboration with the National Moderation Policy.

There shall also be pre and post moderation arrangements. The arrangements will be carried out by BQA registered and accredited Assessors and Moderators.

Assessment arrangement

- *Formative 50%*
- *Summative 50%*

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. Hence there shall be credits award of this qualification through RPL mode in accordance with the National RPL Policy.

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;

- 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

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

Graduates may progress to higher level qualifications such as:

- PhD In Theological Studies
- PhD In Educational Leadership
- DMin In Theological Studies
- DMin In Organizational Leadership
- PhD in Social Work
- PhD in Humanities
- PhD in Pastoral Studies
- PhD in Bible and Theology
- PhD in Counselling
- PhD in Religious Education
- PhD in Adult Education
- PhD in Missions

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

QUALIFICATION AWARD AND CERTIFICATION

For a student to qualify for the award of *Master of Arts in Ministerial Studies*, he or she must have completed all the program requirements; course work for all courses, Thesis, at a minimum of 240 credits.

A student would be able to exit with level 9 qualification.

Candidates who have not met the minimum requirements but have accumulated credits from the qualification sought may be considered for those awards in accordance with the laid down policies.

REGIONAL AND INTERNATIONAL COMPARABILITY

The qualification compares with the following:

REGIONAL COMPARABILITY (ref. Appendix 1: Comparability Matrix)

1. South African Theological Seminary (SATS) – South Africa; offers the Master of Theology, 180 Credits on NQF level 9. <https://www.sats.edu.za/programmes/postgraduate/>
2. Malawi Assemblies of God University (MAGU) - Malawi; offers two Master of Arts in Christian Leadership, and Inter-cultural Studies. The Master of Arts degree is designed for men and women whose ministerial skills and demonstrated competence qualify them for continued education at the master's degree level. <https://magu.ac.mw/>
3. West Africa Advanced School of Theology (WAAST) - Lomé, Togo; offers two Master of Arts in Theological Studies. The Master of Arts degree is designed for men and women whose ministerial skills and demonstrated competence qualify them for continued education at the master's degree level. <http://www.waast.org/welcome/>
4. University of Botswana (UB) – Botswana; offers Master of Arts Degree in Theology and Religious Studies, NQF level 9. The Faculty of Humanities concentrates mainly on those studies that specialize in deepening our understanding of what it means to be human. It is concerned with the spiritual and cultural issues that arise as the result of the processes of development and change both at the local and global levels. <https://www.ub.bw/study/programmes/graduate>

INTERNATIONAL COMPARABILITY (ref. Appendix 1: Comparability Matrix)

1. Global University (GU), UAS, Springfield, Missouri. Offers Master of Arts in Biblical Studies, and Ministerial Studies (45 credits). http://www.globaluniversity.edu/graduate_programs.cfm#MA
2. Bethel Bible College, Valenzuela, Philippines. Offers Master of Arts in Theological Studies is a 60-credit hour program with core courses in biblical studies, church and ministry, theology, history, ethics and society. <https://www.betheluniversity.edu/academics/graduate-degrees/master-of-arts-in-theological-studies>
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 Master of Arts in Theology. <https://www.vanguard.edu/academics/academic-programs/graduate/theological-studies>

SUMMARY OF COMPARABILITY

The qualifications examined generally follow similar structures and standards, in that the seven Universities' programs above establishes a strong foundation for ministry and leadership and also prepares

students for advanced graduate and ministerial training. They all enhances a students' understanding of biblically-informed faith by providing a firm foundation in systematic theology, biblical studies, and applied leadership theory. They prepare students for ministry in the Church and can serve as a strong academic platform for post-graduate studies.

Compared to the above seven universities in terms of structure and purposes, the envisaged Master of Arts qualification is highly comparable both regionally and internationally.

The major difference is that all the above Universities differ in credits, and hence differ with the proposed qualification in number of Credits.

REVIEW PERIOD

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