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SECTION A: QUALIFICATION DETAILS														
QUALIFICATION DEVELOPER (S)		Assembly Bible College (ABC)												
TITLE	Master of Arts in Biblical Studies										NCQF LEVEL	9		
FIELD	Humanities and Social Sciences			SUB-FIELD		Biblical Studies				CREDIT VALUE	240			
New Qualification						✓		Review of Existing Qualification						
SUB-FRAMEWORK		General Education					TVET					Higher Education		✓
QUALIFICATION TYPE	Certificate	I		II		III		IV		V		Diploma		Bachelor
	Bachelor Honours					Post Graduate Certificate						Post Graduate Diploma		
	Masters						✓		Doctorate/ PhD					


RATIONALE AND PURPOSE OF THE QUALIFICATION

RATIONALE:

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 embodies 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

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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 pillars 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 Botswana 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 depicts 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,

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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 advanced knowledge, skills, and competencies to:


- Teach Bible and theology in Bible schools and colleges, Christian schools, and other educational settings.
- Develop and practice valid systems of biblical hermeneutics and exegesis.
- Obtain, through instruction and practice, knowledge, and skills to write scholarly and theologically sound papers for publication.
- Engage in research and studies in Theology beyond the MA degree.


ENTRY REQUIREMENTS (including access and inclusion)


Minimum entry Requirements:

- Bachelor’s Degree NCQF Level 7 in the same or cognate field of study.
- There will be other forms of admission such as Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT). These will be done in accordance with Institutional RPL and CAT Policies in line with the National RPL and CAT policies.


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SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
<p>LO 1. Teach, and serve with professional excellence as an educator, Christian leader, and support educational organizations.</p> 	<ol style="list-style-type: none"> 1.1. Defend the statement that the Bible is a work of literature. 1.2. Recognize and talk about the human experiences that make up the content of much of the Bible. 1.3. Illustrate the transmission process and the organization of the Scripture. 1.4. Implement an application from the biblical text that is consistent with the author's intent and relevant for your contemporary audience. 1.5. Interrogate the didactic and theological purposes of Luke's narrative. 1.6. Develop a description of the religious situation Jesus dealt with during His ministry using information about the five groups associated with first-century Judaism. 1.7. Cross-examine the significance of the role of the Holy Spirit in the preparation of Christian leaders. 1.8. Utilize critical thinking skills to evaluate your own written work and the books and articles published by others. 1.9. Develop major understanding of significant grammatical features of Koinē Greek, and the importance of key aspects of Greek grammar for interpreting the New Testament. 1.10. Plan an effective class lecture with instructional methodologies relevant to adults.
<p>LO 2. Apply the literary genre or genres to which given biblical texts belong and discuss given biblical texts in terms appropriate to their genre.</p>	<ol style="list-style-type: none"> 2.1. Integrate various approaches to biblical and theological studies into contextualized ministry. 2.2. Summarize the characteristics of distinct genres in the Bible and 2.3. Determine how each literary form affects meaning of distinct genres.

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	<p>2.3. Interrogate the phrase “X was filled with the Holy Spirit” as a pneuma 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 missiological 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>
LO 3. Develop and practice valid systems of biblical hermeneutics and exegesis.	<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.</p> <p>3.3. Develop an awareness of how hermeneutical principles affect one’s understanding of Luke’s pneumatology.</p> <p>3.4. Translate from the Greek New Testament with the aid of textual glosses.</p> <p>3.5. Translate Greek New Testament passages with the use of a lexicon and Greek grammar.</p> <p>3.6. Practice Greek in advanced exegesis in a professional and personal way.</p>
LO 4. Develop a strong Pentecostal theological perspective.	<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. Deliberate on 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>

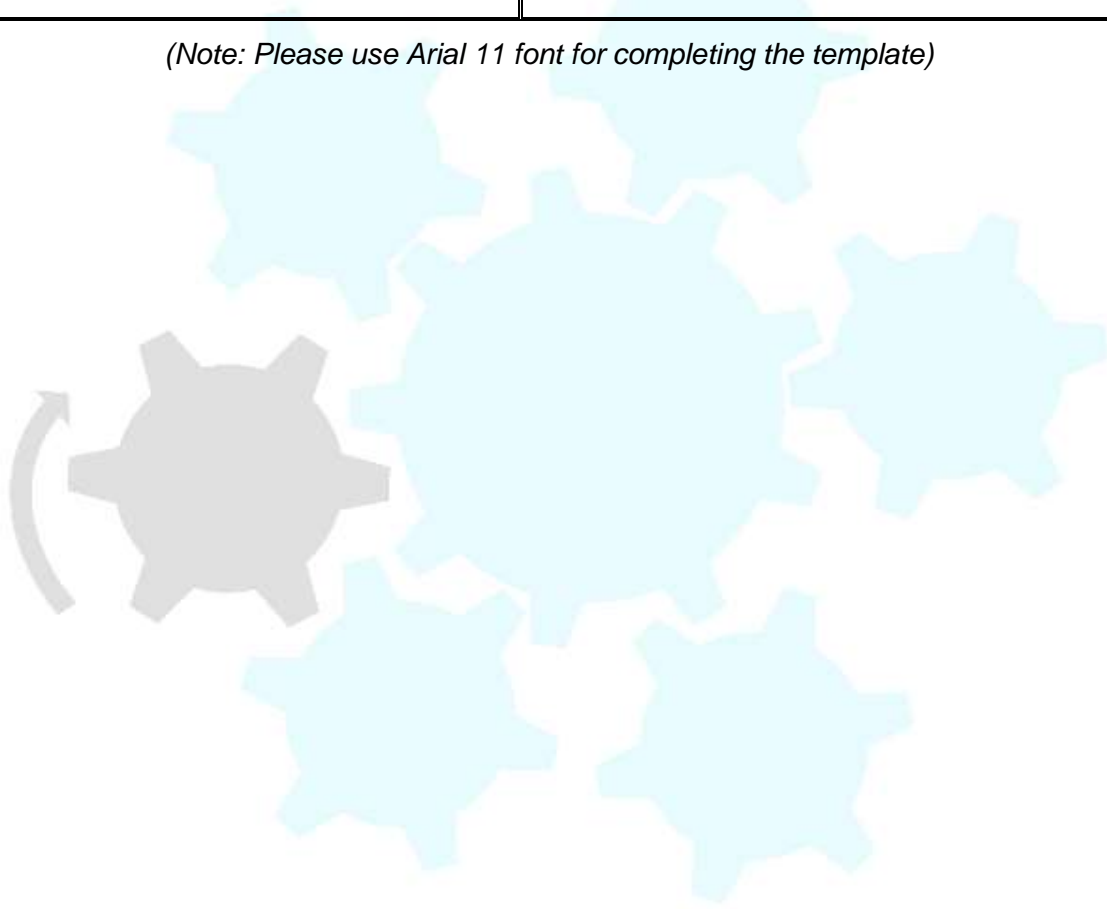
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	<p>4.4. Identify and explain the significance of God's agenda for the nations as given in the Old Testament, and discuss how this agenda influences the concept of the kingdom of God in the New Testament.</p> <p>4.5. Outline the major topics involving the Spirit of God in the OT.</p>
<p>LO 5. Engage in research and study beyond the Masters level.</p> 	<p>5.1. Contextualize the biblical meaning of given Scripture passages.</p> <p>5.2. Examine 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>5.3. Formulate your view of the work of the Spirit in the NT believer based on OT precedent and prophecy.</p> <p>5.4. Determine how the book of Acts accurately represents what is known about the first-century Greco-Roman world.</p> <p>5.5. Access essential resources and support services for the writing of a master's level thesis.</p> <p>5.6. Carry Out sustained research and apply the principles of research methodology to contribute to a body of knowledge.</p> <p>5.7. Employ several types of research design in planning scholarly research.</p>
<p>LO 6. 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>6.1. Evaluate, regarding exposition of the pneumatology of the Lucan literature, the secondary literature on the subject.</p> <p>6.2. Categorize library and Internet resources available to scholars and researchers.</p> <p>6.3. Master the skills of writing a thesis under the direction of an appointed thesis committee, defending it.</p> <p>6.4. Investigate possibilities for presenting research findings at conferences and publishing them in scholarly journals.</p>

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	6.5. Collect, analyse, and interpret data in quantitative research.
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SECTION C		QUALIFICATION STRUCTURE			
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total (Per Subject/ Course/ Module/ Units)
		Level [9]	Level []	Level []	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>	Foundations of Biblical Language	16			16
	Research Methodology	16			16
	Teaching Strategies	16			16
	Educational Psychology	16			16
	Graduate Research and Writing: Principles and Practice	16			16
CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>	The Bible as Literature: Theory and Methodology	16			16
	Hermeneutics: God's Message and Its Meaning	16			16
	Pneumatology in Lucan Literature	16			16
	Backgrounds to the New Testament: Cultural and Historical Contexts	16			16
	Foundations for Christian Leadership	16			16

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	The Biblical Theology of Missions	16			16
	Theology of the Holy Spirit in the Old Testament	16			16
	Thesis	32			32
Non-Thesis Option (Instead, learners do enrol for any two courses and a “Capstone”)	Romans: An Expositional Analysis	16			16
	Romans: An Exegetical Analysis	16			16
	Letter to the Hebrews	16			16
	Capstone Paper	0			0
ELECTIVE/ OPTIONAL COMPONENT <i>Subjects/Courses/ Modules/Units</i> (Choose any one of the electives.)	Romans: An Expositional Analysis	16			16
	Graduate Greek I (or New Testament elective)	16			16
	Graduate Greek II (or New Testament elective)	16			16
	Intermediate Greek	16			16
	Acts as History and Theology	16			16

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
Level 9	240
TOTAL CREDITS	240
Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification)	
<p>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 Biblical Studies program are:</p> <ul style="list-style-type: none"> • Broad Field Plan • New Testament Concentration • Students must complete 240 graduate credits. • Students may choose to write a 45-credit thesis as part of the 240 required credits. • 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. <p>Fundamental Components = 80 credits</p> <p>Core Components = 144</p> <p>Elective: choose one (1) module which equals 16 credits.</p>	

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ASSESSMENT ARRANGEMENTS

Formative and summative assessments will be used.

Formative assessment (Formative will be higher than Summative Assessment)

Will include continuous assignments that will collectively contribute to the final grade. Integrated assessment procedures to ensure that the purpose of the qualification is achieved.

Summative assessment (Summative will be lower than Formative Assessment)

There shall be a dissertation to be submitted at the end of the research. The dissertation shall contribute to the final grade. Assessment of the dissertation will be in accordance with respective ETP's regulations and procedures.

MODERATION ARRANGEMENTS

Pre-moderation is done by relevant internal structures. Quality assurance of the assessment instruments is conducted prior to administration. Research proposal seminar are pre- and post-moderated internally. The thesis and thesis defence seminar will also be internally moderated.

Moderation will be carried out by BQA registered and accredited moderators.

External Moderation Arrangements


The thesis and thesis defence seminar will be externally moderated

RECOGNITION OF PRIOR LEARNING

There shall be an award of the qualification using Institutional RPL Policy in line with the National RPL Policy.

CREDIT ACCUMULATION AND TRANSFER

There shall be access and award of credits of the qualification using Institutional Credit Accumulation and Transfer (CAT) Policy in line with the National CAT Policy.

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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 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
- 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

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QUALIFICATION AWARD AND CERTIFICATION

Qualification award:

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

Certification:

There shall be an award of **Master of Arts in Ministerial Studies** upon successful completion of the qualification.

REGIONAL AND INTERNATIONAL COMPARABILITY


The qualification compares with the following:

Regional Comparability:

1. South African Theological Seminary (SATS) – South Africa; offers the Master of Theology, 180 Credits on NQF level 9.
2. Assemblies of God School of Theology (AGST) - 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.
3. West Africa Advanced School of Theology (WAAST) - Lomé, Togo; offers two Master of Arts in Missiology, and 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.

International Comparability:

1. Global University (GU), UAS, Springfield, Missouri. Offers Master of Arts in Biblical Studies, and Ministerial Studies (45 credits).
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.
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.

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The qualifications examined generally follow similar structures and standards, in that the six Universities' Qualifications above establishes a strong foundation for ministry and leadership and prepares students for advanced graduate and ministerial training. They all enhance 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 six 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. The duration is the same in terms of years.

REVIEW PERIOD

Every five (5) years.