

BQA NCQF QUALIFICATION TEMPLATE

SECTION A: QUALIFICATION DETAILS											
QUALIFICATION DEVELOPER (S)	University of Botswana										
TITLE	Bachelor of Arts in Theology and Religious Studies						NCQF LEVEL		7		
STRANDS (where applicable)	1. Biblical Studies 2. Philosophy 3. Religious Studies 4. Theology										
FIELD	Humanities and Social Sciences						CREDIT VALUE		480		
SUB FIELD	Humanities										
New Qualification			Legacy Qualification					Renewal Qualification		√	
							Registration Code				
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											
<p>RATIONALE:</p> <p>Religion and theology are cultural phenomena that exhibit diversity and transformation. While the study of religion and theology is an excellent approach to investigate concepts from various perspectives, it is important to recognise the pervasiveness and influence of religion and theology throughout human history, as well as its on-going moulding of individuals and societies. Religion and theology, on the other hand, are the primary means by which social beings and communities investigate the human condition of life. Religion and theology are part of culture, and studying them is multi-disciplinary, combining textual, historical, linguistic, philosophical and many other pertinent perspectives.</p>											

Vision 2036 of Botswana is focused on the development of Human Capital as essential to "Achieving Prosperity for All." And one of its pillars is human and social development with Governance, Peace, and Security as its focal points. These aspects of the pillar vision outline the role religion will play in human development. Religion is acknowledged as part of the fabric that holds society together, while it is also acknowledged that, in certain circumstances, it can be detrimental to society. With its focus on the spiritual well-being of Botswana, this pillar recognises the historical and future importance of religious organisations to the "building of the country" (2016).

This qualification is significant because it employs a multidisciplinary approach to equipping students with the necessary theological, biblical, religious, and philosophical knowledge, competencies, and skills to address the problems highlighted above.

Whilst new socio-economic, political, and cultural challenges emerge every day in the global world, the role and importance of theology and religious studies in addressing these problems has been undervalued. For example, Whitaker (2020) thinks that "Religion and theology are... prime examples of irrelevant or frivolous courses of study that do not yield sufficient returns on investment via remunerative careers or practical skills..." This view, however, is mistaken and this qualification seeks to demonstrate the need and significance of theology and religious studies in Botswana.

Education is more than just a means of acquiring lucrative jobs or practical skills; it is also a means of socialisation and acculturation in our culture. Because vision 2036 supports pluralism, and religion is at the heart of pluralism, religious studies will be critical to accomplishing vision 2036. The certificate will enable students to gain the skills and information required to navigate the increasingly pluralistic environment of the twenty-first century.

The HRDC (2023) Report on Technical and Vocational Education and Training supports the justification for this qualification by emphasising the need for character development and life skills through capacity building on issues affecting the spiritual, emotional, and mental health of the learners. Philosophy courses, such as Critical Thinking and Ethics, can aid students in this regard, as they provide a distinct advantage in numerous aspects of life.

PURPOSE: (itemise exit level outcomes)

The purpose of this qualification is to produce graduates with specialized knowledge, skills, and competencies to;

- Apply methods of inquiry in the fields of religion, biblical studies, theology, and philosophy to analyse challenges found in a multi-cultural landscape
- Carry of research to solve societal problems of biblical, religious, theological, and philosophical nature
- Demonstrate analytical skills on investigating how they and others understand existence and purpose.
- Provide counselling services to individuals with interpersonal, health, financial and religious problems.

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- Employ multidisciplinary methods that rigorously interrogate the historical traditions and power of religions that have shaped and continue to shape societies.
- Articulate unique and innovative concepts derived from various religious, biblical, theological, and philosophical approaches to address societal problems.

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

Entry requirement for the qualification shall be Certificate IV NCQF level 4 or its equivalent.
Access through Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) will be done in accordance with the Institutional and national RPL and CAT Policies

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SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
<p>1. Apply theoretical knowledge from biblical, religious, theological, or philosophical studies to analyse and address contemporary issues</p>	<p>1.1 Identify contemporary issues and choose issues that have potential connections to the theoretical knowledge</p> <p>1.2 Interpret or critique the selected contemporary issues to construct arguments or analyses</p> <p>1.3 Develop practical solutions or recommendations that address the contemporary issues from the perspective of theoretical knowledge.</p> <p>1.4 Evaluate the implications of your recommendations for individuals, communities, or societies</p> <p>1.5 Construct detailed reports or academic papers that clearly present your analysis, solutions, and recommendations.</p> <p>1.6 Participate in discussions, presentations, or debates to share your insights and receive feedback.</p> <p>1.7 Implement solutions or recommendations and evaluate the impact of applied knowledge and adjust as needed</p>
<p>2. Utilise interdisciplinary approaches to analyse and address diverse socio-cultural challenges</p>	<p>2.1 Investigate and evaluate the background, context, and impact on various communities to develop a comprehensive understanding of the socio-cultural dynamics.</p> <p>2.2 Assemble a team of experts from various disciplines relevant to the challenge</p>

	<p>2.3 Foster a collaborative environment where team members can share their perspectives and insights</p> <p>2.4 Review literature from each discipline to understand different approaches and theories related to the challenge.</p> <p>2.5 Synthesise insights from multiple disciplines to create a more comprehensive understanding of the issue.</p> <p>2.6 Apply theories and methods from each discipline to analyse various aspects of the socio-cultural challenge</p> <p>2.7 Design interdisciplinary solutions and recommendations that incorporate insights from all relevant disciplines</p> <p>2.8 Implement solutions through pilot projects or initiatives to test their effectiveness in real-world settings.</p> <p>2.9 Collaborate and engage in diverse multicultural and interfaith environments to drive common goals while respecting individual belief.</p>
<p>3. Apply methods of interpretation for critical analysis for personal and communal spiritual development</p>	<p>3.1 Initiate religious activities at their place of work or community.</p> <p>3.2 Develop action goals for implementing workplace spiritual observation</p> <p>3.3 Justify the importance of context and social location in interpreting and applying sacred and secular texts."</p> <p>3.4 Examine the role of religion in development of individual and communal spirituality.</p> <p>3.5 Implement short- and long-term goals for religion and development in given communities.</p>
<p>4. Apply ethical principles for efficiency in multi-cultural and religious environments</p>	<p>4.1 Examine ethical challenges issues that arise in multi-cultural and religious contexts.</p> <p>4.2 Apply requisite ethical principles to diverse religious settings and contexts</p> <p>4.3 Extract teaching approaches that are relevant to the current socio-economic and political contexts.</p> <p>4.4. Appraise arguments and conclusions encountered in different religious contexts.</p>
<p>5. Apply relevant philosophical principles in constructing multi-disciplinary working environments in different religious settings.</p>	<p>5.1 Analyse challenges of teamwork in a multi-cultural environment</p> <p>5.2 Propose best practice for working in different academic environments.</p> <p>5.3 Apply knowledge of philosophy to work effectively as an individual, team member and in multidisciplinary religious environments.</p>

	<p>5.4 Utilise philosophical knowledge in helping individuals and groups solve contemporary problems</p>
<p>6. Analyse social, environmental and ethical concerns associated with the theological, religious, biblical, and philosophical areas.</p>	<p>6.1 Apply relevant theories to specific problems that require deep critical thinking and acceptable ethical values in society.</p> <p>6.2 Critically assess the ethical issues that arise from developmental changes eg. mining, ecology etc</p> <p>6.3 Design ethical guidelines to govern the relationship between projects and members of the host community.</p> <p>6.4 Apply sustainable development principles in addressing environmental challenges in socio – religious contexts</p>
<p>7. Communicate effectively with a range of audiences across socio-religious contexts.</p>	<p>7.1 Develop a language framework for articulating key terms in religion, biblical, theological, and philosophical studies."</p> <p>7.2 Disseminate information through verbal and non-verbal communication in socio-religious contexts.</p> <p>7.3 Employ cultural sensitivity in daily communication with various stakeholders.</p>
<p>8. Apply relevant research skills in investigating religious, theological, biblical, and philosophical disciplines.</p>	<p>8.1 Demonstrate foundational knowledge of key religious, theological, biblical, and philosophical research and theoretical methods.</p> <p>8.2 Apply research methodology for advancing and solving problems in the fields of research theology, religion, biblical studies, and philosophy.</p> <p>8.3 Design original research using research methods of religion, theological, biblical, and philosophical studies.</p> <p>8.4 Apply appropriate/relevant data analysis methods to interpret religious, biblical, philosophical, and theological texts and data.</p> <p>8.5 Evaluate the ethical implications of data analysis within religious and philosophical contexts.</p> <p>8.6 Synthesise data, draw conclusion, and make recommendation on the research problems in socio-religious contexts.</p> <p>8.7 Present data analysis results using relevant academic framework and terminology in religious, theological, and philosophical research.</p>

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BOTSWANA
Qualifications Authority

SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level []	Level [6]	Level [7]	
		FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units	Communication and Academic Literacy Skills		12
	Academic and Professional Communication		12		12
	Computer Skills Fundamental1		12		12
	Computer Skills Fundamental2		12		12
CORE COMPONENT Subjects'/Courses/ Modules/Units	1. Introduction to Biblical Studies		12		12
	2. African Traditional Religions		12		12
	3. Logic I: Introduction to Logic		12		12
	4. History of Christian Thought		12		12
	5. Christology			12	12
	6. Missionaries in 19th Century South Africa			12	12
	7. Creation and the Bible			12	12

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	8. African Philosophy and Culture			12	12
	9. Christian Moral Theology			12	12
	10. Sociology of Religion			12	12
	11. History and Mythology of Jesus			12	12
	12. Theodicy: The Co-existence of God and Evil			12	12
	13. New Religious Movements			12	12
	14. Religion and Politics			12	12
	15. The Doctrine of Sin in the Bible			12	12
	16. Metaphysics IV: Personal Identity			12	12
	17. Twentieth Century Theologians			12	12
	18. Religion and Modernity			12	12
	19. Paul's Epistles			12	12
	20. Contemporary African Philosophy			12	12
	21. Critical Thinking			12	12
22. Politics of Gender			12	12	

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	23. Religion and Development			12	12
	24. Directed Research I: Research Methods			24	24
	25. Directed Research II: Research Methods			36	36
STRANDS/ SPECIALIZATION 1. BIBLICAL STUDIES (subjects/Courses/ Modules/Units) (choose any 8)	Subjects/ Courses/ Modules/Units	Credits Per Relevant NCQF Level			Total Credits
		Level []	Level [6]	Level [7]	144
	1. Biblical Interpretation			12	12
	2. God in the Hebrew Bible			12	12
	3. Bible and Gender			12	12
	4. Hebrew Bible Narratives			12	12
	5. Introduction to Christian Theology			12	12
	6. The Hebrew Bible as History & Story			12	12
	7. Gospel Narratives			12	12
	8. Beginning Biblical Greek I: New Testament Greek			12	12
9. Beginning Biblical Greek II: New Testament Greek			12	12	

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	10. Johannine corpus			12	12
	11. Gospel Narratives			12	12
	12. Judaism			12	12
	13. Intermediate Greek I: Examination of Selected Texts			12	12
	14. Intermediate Greek II: Translation of Selected Texts			12	12
	15. Beginning Biblical Hebrew I: introduction to Hebrew Script			12	12
	16. Beginning Biblical Hebrew II: Introduction to Hebrew Script			12	12
	17. Intermediate Hebrew I: Examination of Selected Hebrew Texts			12	12
	18. Intermediate Hebrew II: Hebrew Texts and Dead Sea Scrolls			12	12
	19. Politics and Development of Biblical Thought			12	12
20. Politics of Gender			12	12	
2.PHILOSOPHY	1. Applied Ethics			12	12

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(subjects/Courses/ Modules/Units) (Choose Any 8)	2. Ethics: Classical Theories			12	12
	3. Epistemology I: Theory of Knowledge			12	12
	4. Epistemology II: Rationalism & Empiricism			12	12
	5. History of Philosophy I: Classical Greek Philosophy			12	12
	6. History of Philosophy II: Post-Aristotle to Medieval			12	12
	7. History of Philosophy III: Post-Medieval to 19 th Century			12	12
	8. History of Philosophy IV			12	12
	9. Metaphysics I: Appearance and Reality			12	12
	10. Metaphysics II: Idealism			12	12
	11. Metaphysics V: Materialism			12	12
	12. Professional Ethics			12	12
	13. Logic II: Logic and the Sciences			12	12
	14. Theory of Government			12	12

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	15. Critical Thinking			12	12
3. RELIGION (subjects/Courses/ Modules/Units) (Choose Any 8)	1. Beginning Arabic I: Introduction to Basic Arabic			12	12
	2. Beginning Arabic II: Arabic Construction			12	12
	3. Contemporary Buddhism			12	12
	4. Asian Religions: A Survey			12	12
	5. Hinduism			12	12
	6. Intermediate Arabic II: Translation of Arabic texts			12	12
	7. Intermediate Arabic I: Arabic Grammar			12	12
	8. Islam's socio-cultural, legal, and political structures			12	12
	9. Religions of Botswana			12	12
	10. Religion and Modernity			12	12
	11. Religious Rituals and Sacred Places			12	12
	12. Religion and Politics			12	12
	13. Religion and Science			12	12

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	14. Psychology of Religion			12	12
	15. Contemporary Buddhism			12	12
	16. Religious Rituals and Sacred Places			12	12
	17. Religious Pluralism			12	12
	18. African traditional Religions in Botswana			12	12
	19. Religion and Development			12	12
4. THEOLOGY (subjects/Courses/ Modules/Units) (Choose Any 8)	1. Theologies of gender			12	12
	2. Christianity and the Rise of New Religious Movements in Botswana			12	12
	3. History of Christianity: Modern and Contemporary			12	12
	4. The Theology of the Reformation			12	12
	5. Introduction to Christian Theology			12	12
	6. Ecclesiology			12	12
	7. History of Christianity I: Medieval to the Reformation			12	12

	8. History of Christianity II: Medieval to the Reformation			12	12
	9. African Christian Theologies			12	12
	10. Ecumenical Theology			12	12
	11. The Theology of the Reformation			12	12
	12. Systematic Theology			12	12

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

NCQF Level	Credit Value
6	48
7	432
TOTAL CREDITS	480

Rules of Combination:

(Please Indicate combinations for the different constituent components of the qualification)

Fundamental courses - 48 credits

Core Courses-336 credits

Electives/Optional courses from specialisation Strand (Biblical Studies, Theology, Religious Studies, and Philosophy) - 96 credits

Total Credits– 48 (Fundamentals) + 336 (Core Courses) + 96 (Strand electives) = **480 credits**

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ASSESSMENT ARRANGEMENTS

Assessment will be both formative and summative.

- Formative assessment will weigh 65 %
- Summative assessment will weigh 35 %

MODERATION ARRANGEMENTS

The qualification will have two types of moderation, namely Internal moderation, and External Moderation.

- Provision for internal and external moderation to be undertaken by moderators registered and accredited by BQA.
- All processes and procedures will be in line with NCQF requirements.
- Moderation of assessments will be conducted in reference to the national and institutional moderation policy and procedures.

RECOGNITION OF PRIOR LEARNING

Provision for awarding the qualification through Prior Learning Recognition and Credit Accumulation and Transfer modes in accordance with national and institutional policies and guidelines will be put in place

CREDIT ACCUMULATION AND TRANSFER

Credit Accumulation and Transfer will be done in accordance with the National and Credit Accumulation and Transfer Policies.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Horizontal pathways

- Bachelor of Arts in Cultural Studies
- Bachelor of Arts in Pastoral Care and Counselling
- Bachelor of Arts in in Gender and Development
- Bachelor of Arts in in Social Work

Vertical Pathways

- Masters in theology and religious Studies
- Masters in Gender and Development
- Masters in development studies
- MPhil/DPhil in Theology and religious Studies
- MPhil/DPhil in Gender and Development

Career/Employment Pathways for BA Program

- Pastoral counsellors
- School counsellors
- Chaplains
- Clergy person
- Pastors
- Religious Rights Advocate
- Researcher
- Social Service Aid

QUALIFICATION AWARD AND CERTIFICATION

Minimum standards of achievement for the award of the qualification

To be awarded a bachelor's degree in theology and religious Studies., a Learner is required to have accumulated 480 credits.

Certification

Learners meeting the prescribed requirements will be awarded a bachelor's degree in theology and religious Studies. in accordance with institutional standards prescribed for the award of the qualification and applicable policies.

On completion of the qualification, Learners will be awarded the qualification in accordance with standards prescribed for the award of the qualification and applicable policies. A certificate will be issued, indicating the chosen specialisation based on the elective courses. The Degree shall be known as **Bachelor of Arts in in Theology and Religious Studies**.

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

REGIONAL AND INTERNATIONAL

The proposed qualification compares well with those in the region and internationally. The qualification was compared with two regional qualifications from the University of Stellenbosch, South Africa and the University of Malawi as well as two international qualifications from the University of Cambridge, UK and KU Leuven in Germany).

Similarities and differences

- a) The proposed Bachelor of Arts in Theology and religious Studies matches well with those compared in terms of content, assessment, and title of the programme.
- b) Learning outcome and pathways are also similar.
- c) The duration for the proposed qualification is like the qualifications from Stellenbosch and Malawi offered in four-years.
- d) The NCQF levels for the proposed qualifications align with those of South Africa and Malawi at NCQF level 7
- e) Stellenbosch and Malawi qualifications emphasise essays and exams, while the proposed qualification and the proposed one demands coursework and written exams.
- f) Career Pathways: The Stellenbosch qualification emphasises theological leadership and social influence in Africa, while KU Leuven prepares students for academic success and socially conscious careers. However, Cambridge qualification offers many academic and professional opportunities. Malawi prioritises public and commercial stances with socio-political focus.
- g) The proposed Bachelor of Arts in Theology and Religious Studies qualification aligns well with compared as it integrates interdisciplinary coursework from Theology, Religious Studies, Biblical Studies, and Comparative Religion, providing a broad perspective on religious and

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theological issues. The proposed qualification's strength lies in its ability to blend religious theory with contemporary issues, much like the qualifications at these other universities.

Conclusion:

The proposed qualification aligns with international standards, offering a rigorous, interdisciplinary education in Theology and Religious Studies. It prepares graduates for careers in academia, church leadership, social services, and public policy, equipping them to address global challenges while maintaining a strong African focus. While the qualifications share common foundational modules with regional and international counterparts, exact course combinations differ, reflecting the unique contexts and needs of each country.

REVIEW PERIOD

The qualification shall be reviewed after every five (5) years.

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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	