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SECTION A: QUALIFICATION DETAILS														
QUALIFICATION DEVELOPER (S)		Botswana Bible Training Institute												
TITLE	Bachelor of Arts in Theology										NCQF LEVEL	7		
FIELD	Humanities and Social Sciences			SUB-FIELD		Theology			CREDIT VALUE	360				
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														
<p>RATIONALE:</p> <p>According to Moorad, (1993) and Mautle, (2001) faith-based organisations have contributed significantly to Botswana's education. There has been a symbiotic relationship and collaboration around resolution of youth related problems between faith-based organisations and Government (Hon. B. K. Temane, National Youth Policy, 1996). Botswana's faith-based organisations have been automatically assigned among many other non-governmental organisations the responsibility of dealing with social ills including the ones that are youth related due to the nature of their work which is community based. Vision (2036:28) categorically</p>														

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states that faith and religion are:

- Foundational to build society's moral and ethical standards for social development and cohesion
- Part of fabric that holds society together, expected to safeguard morality, promote tolerance, and assure progressive governance.
- Instrumental in providing services such as medical treatment, leadership, orphan care, education.
- Accorded the respect to play a meaningful role in Botswana's socio-economic development"

Given Botswana's concern with the ever-deteriorating standards of morality; the rise in crime (particularly violent crime and corruption); high incidences of alcohol and substance abuse; high rates of domestic violence and divorce, there is, now, more than ever before, a critical need for a tertiary institution in Botswana, that specializes in Theology, Religion, Pastoral Counselling to provide emotional healing and wellness.

This qualification is meant for organisations committed to providing access to high quality learning opportunities to Botswana, the Southern African Development Community (SADC), Africa and globally in the areas of Theology, Christian education, Church administration, Pastoral care and Counselling among others. We believe that all humans beings are not just endowed with a capacity to learn, improve, and progress, but that they must be given the opportunity to do so. Educational opportunity provided and Lifelong Learning become the channel by which one fulfils the quest for learning.

The Human Resource Development Council (HRDC) aims to align Botswana's human resource capacity and activities with the national development strategy. Education and Training are among its ten keys identified sectors. This is key because, "in today's competitive global climate countries that are looking to improve their general socio-economic status must necessarily identify higher education and training as their number one priority" (BTEF 2015:78).

The National Human Resource Development Strategy-(2009-2022), underpins the same ideas, and emphasizes that; "a fundamental shift away from dependence on natural resources is critical and places

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human resource as the cornerstone of our country's social and economic development". (National Human Resource Development Strategy-2009-2022).

Furthermore, Vision 2036 maintains that, "Human capital (skills, knowledge, and experience possessed by an individual) plays a critical role in economic development. A move towards knowledge-based economy, away from reliance on mineral resources is ideal" (Vision 2036; Pillar 1).

PURPOSE:

The purpose of developing this Bachelor of Arts in Theology qualification is to equip graduates with knowledge, skills and competences to:

- Carry out research in a Christian faith-related setting.
- Solve problems affecting Christians and the community-at-large.
- Apply organizational and management skills in different work situations.
- Collaborate with Christians and secular community members.
- Display teamwork and good communication skills within and outside the Christian environment.

ENTRY REQUIREMENTS (including access and inclusion)

The entry qualification is NCQF Level 4 or equivalent.

Access through CAT and RPL would be done in accordance with the national RPL policy.

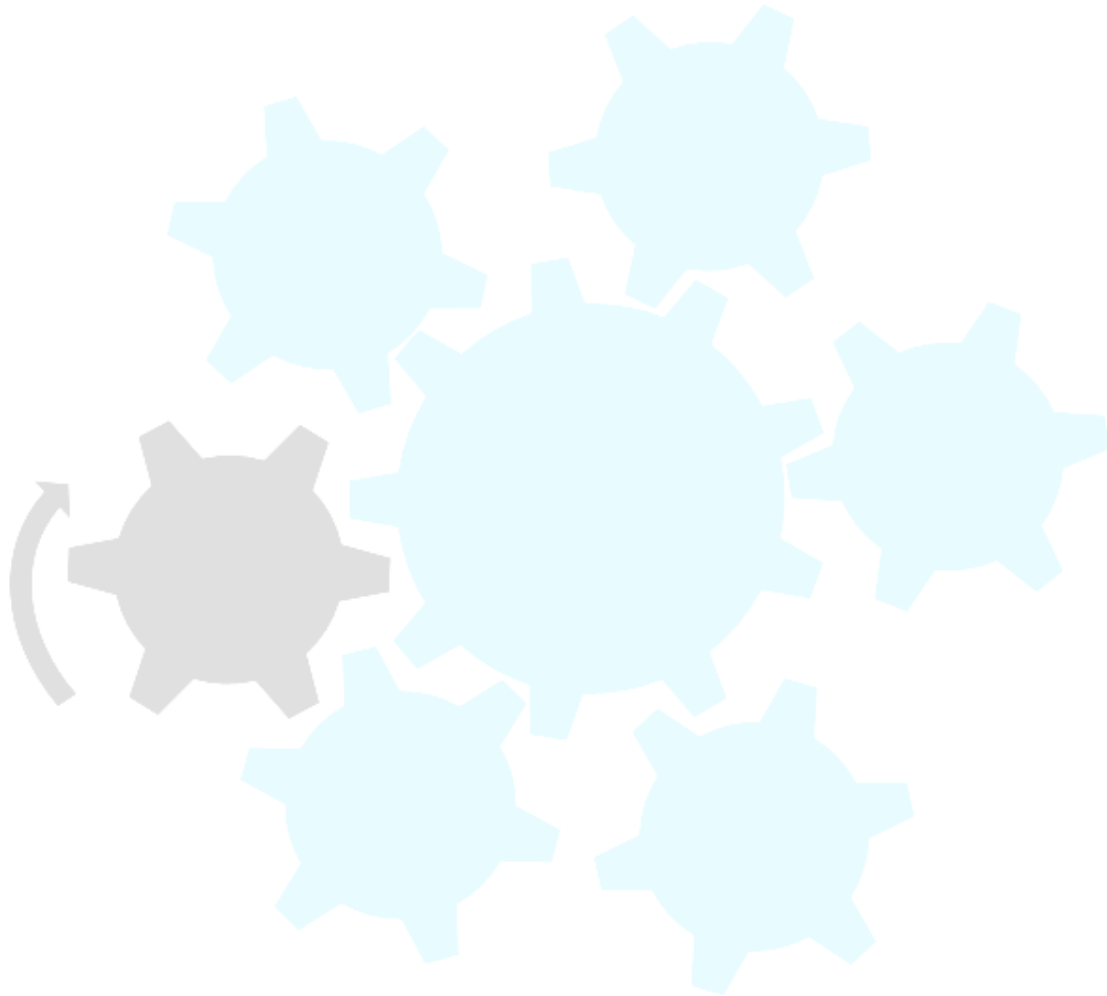
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SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1. Apply leadership theories and principles in faith-based communities, work environment and community in general.	<p>1.1 Explain different Christian and secular models of leadership and development in faith based communities, work environment or community in general.</p> <p>1.2 Apply methods to support leadership and development for faith-based communities, work environment and community in general.</p>
2. Evaluate theological thinking on Christian lifestyle.	<p>2.1 Interpret current theological thinking in relation to Christian lifestyles.</p> <p>2.2 Apply theological thinking to one's Christian Lifestyle.</p> <p>2.3 Evaluate the process of developing a Christian lifestyle.</p>
3. Demonstrate knowledge and understanding of Christian Spiritualities for personal, ecclesiastical ministry and community at large.	<p>3.1 Define the terms spiritualities, ecclesiastical and ministry.</p> <p>3.2 Discuss Christian spiritualities for personal growth.</p> <p>3.3 Analyse Christian spiritualities for ecclesiastical Ministry.</p> <p>3.4 Apply Christian spiritualities for community Development.</p>
4. Implement strategies that help sustain one's personal ecclesiastical ministry.	<p>4.1 Develop ways to build one's personal ecclesiastical ministry.</p> <p>4.2 Identify biblical texts from the Christian Traditions that support personal ecclesiastical ministry.</p> <p>4.3 Demonstrate the importance of personal ecclesiastical ministry.</p>

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	4.4 Evaluate current state of personal ecclesiastical ministry.
5. Evaluate educational principles and models in faith-based institutions.	<p>5.1 Identify techniques in the delivery of educational principles and models in faith-based communities.</p> <p>5.2 Illustrate educational principles and models used in faith-based communities.</p> <p>5.3 Compare educational principles vis-à-vis those used in public communities.</p>
6. Carry out pastoral care activities in the Community.	<p>6.1 Identify different needs of persons in secular communities.</p> <p>6.2 Evaluate the reaction of persons with needs to responses by faith-based organizations.</p> <p>6.3 Select the tools / methods necessary to formulate appropriate responses to the needs of persons in community.</p> <p>6.5 Apply the various models of pastoral care in a community.</p>
7. Carry out research in a theology context	<p>7.1 Develop a research proposal.</p> <p>7.2 Conduct the research.</p> <p>7.3 Do the research write up.</p> <p>7.4 Present the research findings and obtain feedback.</p> <p>7.5 Implement the research findings.</p>
9. Apply established codes of practice in biblical teachings.	<p>9.1 Identify codes of practice of biblical teachings.</p> <p>9.2 Analyse codes of practice in the church.</p> <p>9.3 Evaluate how biblical teachings are interpreted.</p> <p>9.4 Conduct biblical teachings in line with the codes of practice.</p>

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SECTION C		QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level				Total (Per Subject/ Course/ Module/ Units)
		Level [5]	Level [6]	Level [7]	Level [8]	
FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units	Youth and Development	20				20
	Adult Learning/Education	20				20
	Coaching and Mentorship	20				20
	Human Rights and Biblical Theology			10		10
CORE COMPONENT Subjects/Courses/ Modules/Units	Introduction to Biblical Studies		10			10
	Systematic Theology			10		10
	Old Testament 1			10		10
	Old Testament 2			10		10
	Old Testament 3			10		10
	Hebrew 1				10	10
	New Testament 1			10		10
	New Testament 2			10		10
	New Testament 3			10		10

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	Epistles			10		10
	Revelation History			10		10
	Greek 1				10	10
	Christian Music				10	10
	Biblical Doctrine/Dogma			10		10
	Christian Education (Children, Youth & Adults)			10		10
	Personal / Spiritual Development			15		15
	Practical Theology 1			10		15
	Practical Theology 2			10		15
	Ethics, Cults and Religions			10		10
	Church History			10		10
	Religion and Development		10			10
	Human Development & Rehabilitation		10			10
	Chaplaincy Ministry		10			10
	Psychological and Counselling Theories in Christian context		10			10
	Research Project			25		25
ELECTIVE/ OPTIONAL COMPONENT	Leadership and Management			5		5

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<i>Subjects/Courses/ Modules/Units</i>						
	<i>Pastoral Care</i>			5		5
	<i>Pastoral Counselling</i>			5		5
	<i>Queer Theologies,</i>			5		5
	<i>Liberation and Third World Theologies</i>			5		5
	<i>Environmental Theologies</i>			5		5
	<i>Feminist Theology</i>			5		5

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
Fundamental components	70
Core components	260
Elective components	10
TOTAL CREDITS	360
Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification)	
<p>The qualification rule is met for this Bachelor of Arts in Theology degree as the credits packaging fit well to Bachelor of Arts in Theology degree qualification descriptor credits threshold. To be awarded this Bachelor of Arts in Theology degree, a learner must attain at least 360 credits from fundamental, core and electives as follows;</p> <p>Level 5 Credits – 70</p> <p>Level 6 Credits-50</p> <p>Level 7 Credits – 220</p> <p>Level 8 Credits – 30</p> <p>Please note that a learner must choose only two electives from the menu provided and each elective has 5 credits.</p>	

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ASSESSMENT ARRANGEMENTS

All forms of assessments and moderations will be conducted by specialists accredited by BQA or any recognised agent.

Formative assessment

Formative assessment (continuous assessment) contributing towards the award of credits should be based on course outcomes. This can include tests, assignments, and projects as well as simulated and real work settings. The contribution of formative assessment to the final grade shall be 60%.

Summative assessment

Candidates should undergo written assessment. The final examination for the certificate in theology contributes 40 % of the final mark.

MODERATION ARRANGEMENTS

Both internal and external moderation will be done in accordance with applicable policies and regulations by accredited specialist areas as assessors and moderators.

RECOGNITION OF PRIOR LEARNING

Candidates may submit evidence of prior learning and current competence and/or undergo appropriate forms of RPL assessment for the award of credits towards the qualification in accordance with the ETP, RPL Policy, BQA RPL policies and relevant national-level policy and legislative framework. Implementation of RPL shall also be consistent with requirements, if any, prescribed for the field or sub-field of study by relevant national, regional or international professional bodies.

Candidates with relevant prior learning through formal, informal and non-formal education shall be considered for award and or exemption through recognition of prior learning (RPL), this involves assessment such as pre

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post interviews, portfolio development or evidence and proficiency test and certificate of workshops attended where applicable in line with the Institution's admissions.

CREDIT ACCUMULATION AND TRANSFER

Any relevant part qualification may render the candidate eligible for exemptions or credit transfer in accordance with applicable policies.

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 i.e., 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
- Master of Education Degree in Adult Education\
- Master of Arts in Missions
- Master of Arts in Bible/Pastoral Ministries

Employment Progression

Holders of this degree may work in a variety of contexts that require similar qualifications and competencies. They may work as:

- Church pastor or minister
- Chaplains in military, police, or prison services
- Christian worker in NGOs and Government

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QUALIFICATION AWARD AND CERTIFICATION

A candidate is required to successfully achieve the stipulated total credits (360 credits) inclusive of the fundamental, and core components. Candidates meeting prescribed requirements will be awarded the Bachelor of Arts in Theology qualification in accordance with standards prescribed for the award of the qualification and applicable policies. Candidates who do not meet the prescribed minimum standards may, where applicable, be considered for appropriate exit awards in accordance with applicable policies.

REGIONAL AND INTERNATIONAL COMPARABILITY

The Bachelor of Arts in theology compares well regionally with bachelor's degree in Theology offered at Hebron Theological College in South Africa with 360 credits at level 7 and Bachelor of Theology, NQF level 7 with 360 Credits offered at George Whitefield in South Africa. Internationally and Bachelor of Theology, NQF level 7 with 360 Credits offered by Laidlaw College in New Zealand.

The similarities and difference of this Bachelor of Arts in theology and the above-mentioned qualifications are well articulated in the comparability matrix.

The similarities of the qualifications is that they have the same structure with a credit value of 360 credits, they are of a 3-year duration, and they give access through CAT and RPL. They have similar core modules in the i.e. Youth and Development, Adult Learning / Education, Coaching and Mentorship, Human Rights and Biblical Theology.

The titles of the qualifications differ as this one is Bachelor of Arts in Theology and the titles for the other qualifications compared with is Bachelor of Theology. The elective components of the qualifications also differ as different modules are listed in the qualifications.

REVIEW PERIOD

This qualification shall be reviewed every 5 years.

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