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Diploma Prospectus

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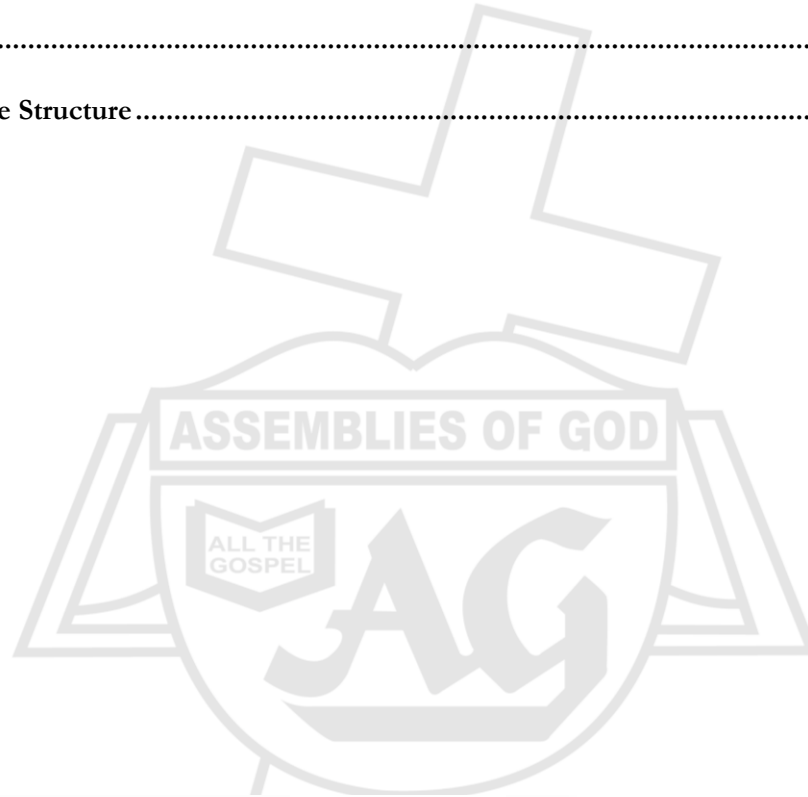
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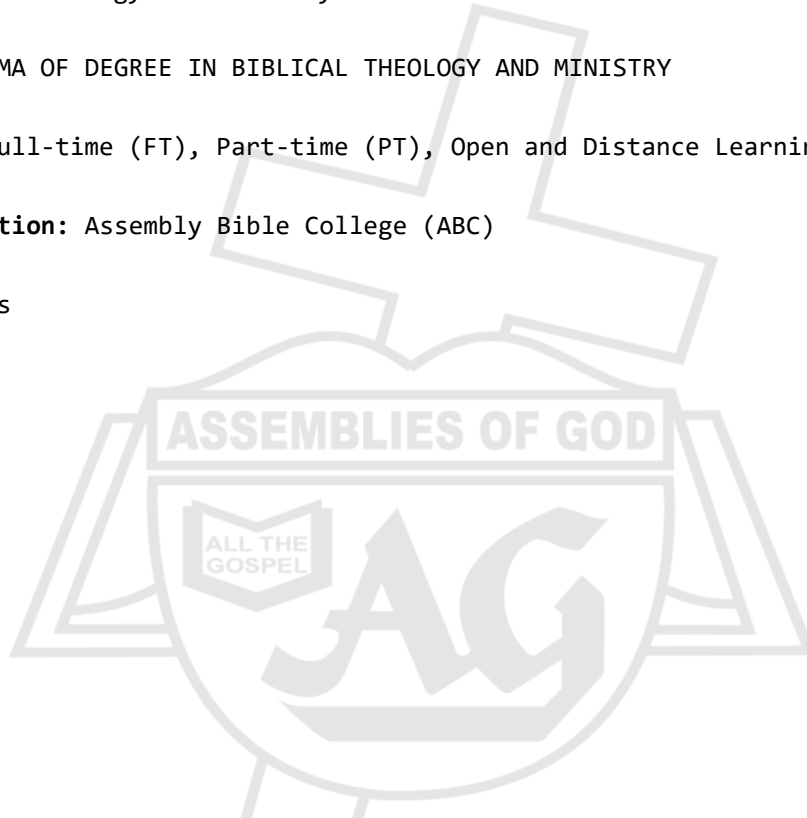
Faculty: Biblical Theology and Ministry

Programme: DIPLOMA OF DEGREE IN BIBLICAL THEOLOGY AND MINISTRY

Mode of Study: Full-time (FT), Part-time (PT), Open and Distance Learning (ODL)

Awarding Institution: Assembly Bible College (ABC)

Duration: 3 years



Objectives of the Programme

- (a) The primary purpose of the ABC Diploma in Biblical Theology and Ministry (Dip.B.Th.M.) is to equip learners with the values, knowledge and skills that will enable or enhance meaningful participation in society, contribute towards developing sustainable communities, provide a basis for learning in further education and training, and establish a firm foundation for the assumption of a productive and responsible role in the workplace.
- It represents a planned combination of learning outcomes which has a defined purpose, and which is intended to provide qualifying learners with applied competence and a basis for further learning;
 - It adds value to the qualifying learner in terms of enrichment of the person through the:
 - provision of status, recognition, credentials and licensing;
 - enhancement of marketability and employability; and
 - opening-up of access routes to additional education and training;



- It provides benefits to society and the economy through enhancing citizenship, increasing social and economic productivity, providing specifically skilled/professional people and transforming and redressing legacies of inequity;
- It has both specific and critical cross-field outcomes which promote life-long learning, and it is internationally comparable;
- It introduces citizens to a culture of learning and provides them with the foundations for acquiring the knowledge and skills needed for social and economic development, justice and equality. It also provides access to further and higher education, training and employment.



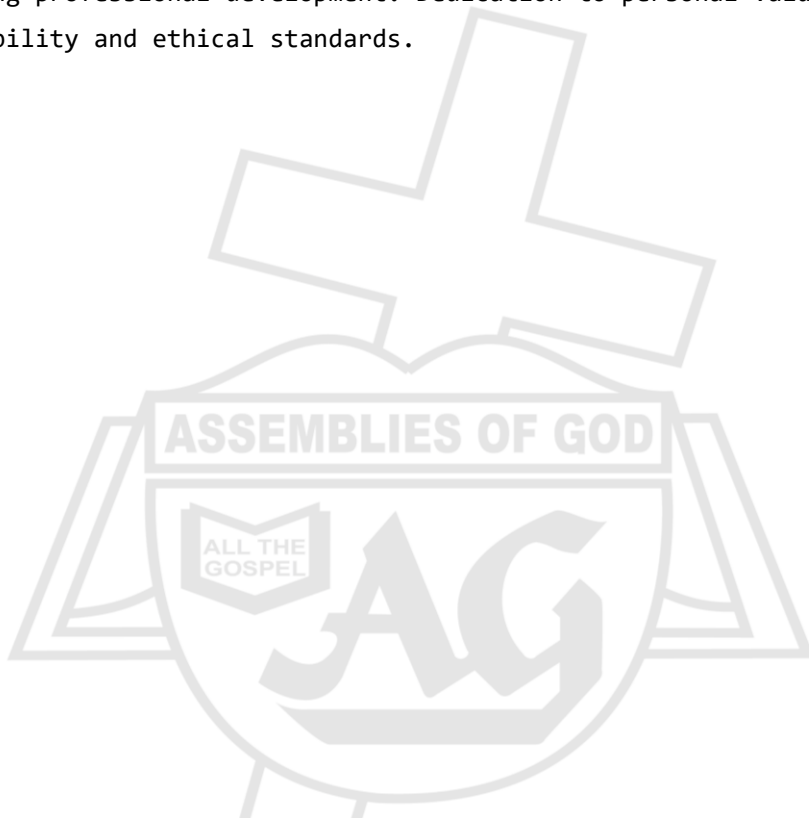
Learning Outcomes at Completing the Programme

At the completion of the programme, a graduate will:

- Acquire the theoretical knowledge and understanding of concepts and issues related to different aspects of human being. Have the understanding of the applicability of conceptual frameworks and principles to practical dimensions of people's living.
- Possess the ability to evaluate the practical value of different approaches to Christian ministries, and leadership management. Ability to integrate new knowledge into own practice.
- Attain Professional Attributes. Effective oral and written communication skills. Capacity for critical self-reflection. Facility to apply theories and ideas to practice. Problem analysis and problem solving ability. Ability to work with others effectively. Cross-cultural effectiveness. Commitment to



continuing professional development. Dedication to personal values of accountability and ethical standards.

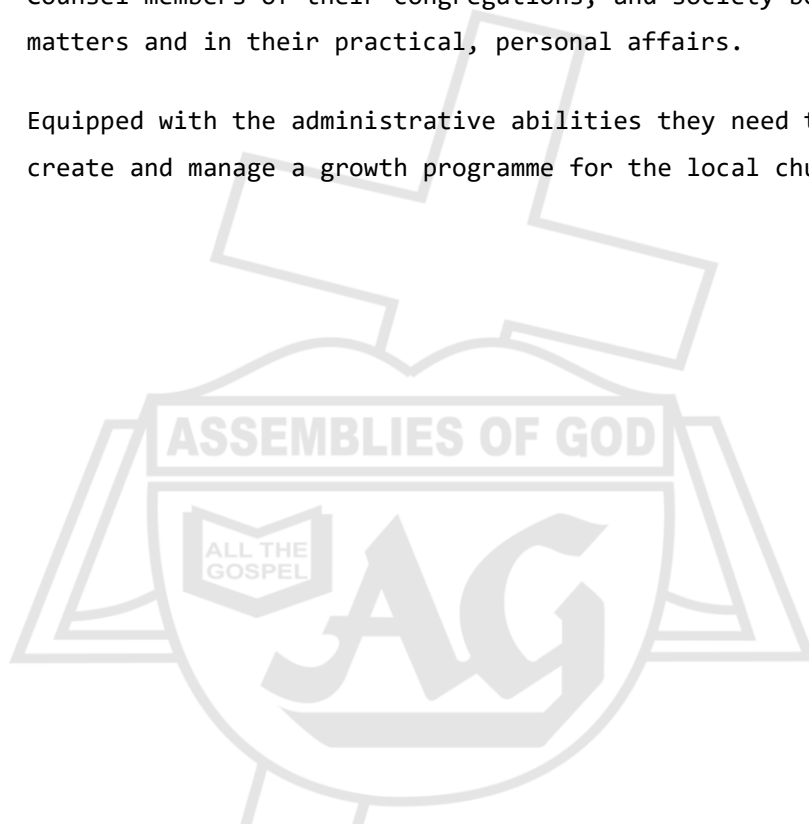


Graduates Outcomes

- (a) Specifically related to training for church ministry, the following expected student outcomes guide the development of the curriculum:
- Demonstrate awareness of the historical background and the content of both the Old and New Testament biblical material.
 - Interpret the biblical content properly.
 - Hold firmly to an orthodox and evangelical theological base, especially in those areas that are critical to our Pentecostal and Charismatic tradition.
 - Skilled in preaching and teaching to the point that they are able to communicate orthodox, evangelical, Pentecostal theology effectively.
 - Able and eager to lead men and women into a saving relationship with Jesus Christ.



- Counsel members of their congregations, and society both in religious matters and in their practical, personal affairs.
- Equipped with the administrative abilities they need to properly create and manage a growth programme for the local church.



Assessment of Stated Outcomes

- (a) All subjective assessment procedures will be evaluated with rubrics approved by the institution.
- (b) The graduate competences listed encompass the acquisition of knowledge and understanding, practical skills and professional attributes. These competences provide the basis for the learning outcomes specified in the description for each course. A wide range of assessment methods aligned to these learning outcomes will be used.
- (c) The assessment strategy will support methods such as essays, presentations, case analysis, discussion contributions, Collateral Reading Assignment, Unit Progress Evaluation, self-assessments, critical reflection, group and individual project reports, portfolios, teaching practice observation, research assignments, quizzes, as well as written and practical examinations.



- (d) Both formative and summative assessment will be used. Formative assessment will be used during each course to track progress towards the attainment of the learning objectives and will contribute to the final assessment mark of the course. The percentage contribution of the continuous assessment mark to the final grade will be specified for each course.
- (e) The assessment tasks, methods of assessment, timing of assessments and weighting of assessment marks will be specified in the documentation for each course given to students.
- (f) Everything instructors do must be clearly focused on the college and programme objectives. In other words, teachers should focus on helping students to develop the knowledge, skills and personalities that will enable them to achieve the intended outcomes that have been clearly articulated. These outcomes are assessed through instructors' and courses' evaluation.



Target Market

- (a) The idea to introduce this programme is largely prompted by its demand from our stakeholders.
- (b) The targeted market for the programme include the following:
 - Religious sectors
 - Guidance and Counselling centres
 - Orphanage centres
 - Community Development activities
- (c) The programme's audience are as follows:
 - Bi-vocational Christian Leaders
 - In-service pastors
 - Chaplains
 - People interested in training for Christian leadership
 - Counsellors



Proposed Entry Requirements and Student Profile

(a) Minimum Admission Requirements

- Certificate V, NCQF level 5 (General Education or TVET), or Certificate IV, NCQF level 4 with at least 20 credits at NCQF level 5.
- Applicants must have completed secondary (BGCSE or Certificate IV) or equivalent with 36 points. Equivalency may be based on transcripts from another institution or records from a school system of another country.

Recognition of Prior Learning

- (a) Admission for Applicants who have ministerial or work experience of 15 years, but do not have the pre-requisite may be admitted to the programme.
 - On the condition they have done ABC Experiential Learning Portfolio.



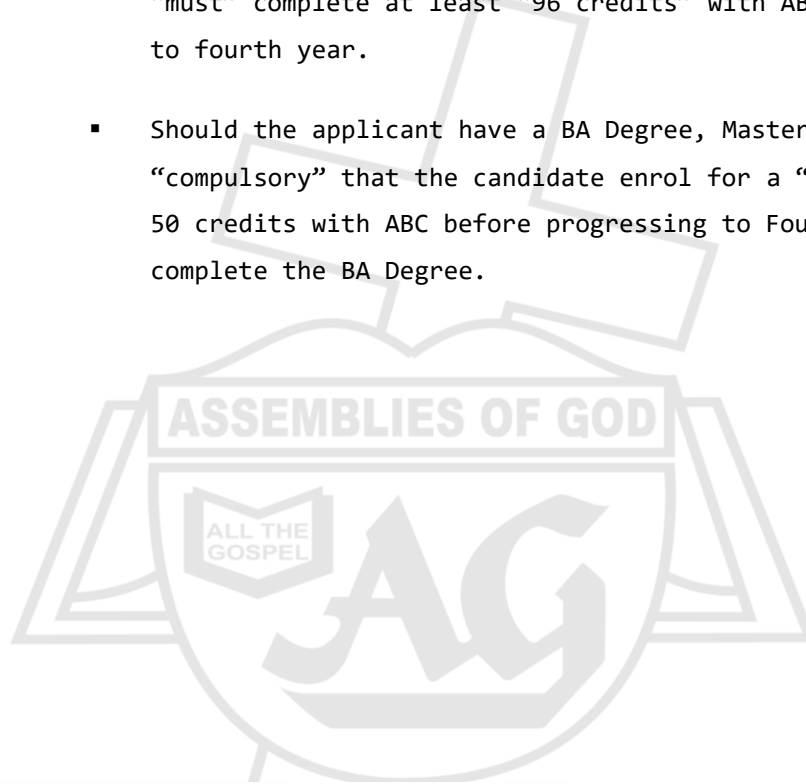
- (b) Students who have completed post-secondary programmes in any recognized institutions may receive transfer of credit.
 - the applicant with a Certificate, Diploma, or BA Degree (**equivalent to the program offered**) from other institutions:
 - Applicant shall submit transcripts, “not” certification awards, along with application form.
 - The College shall conduct program evaluation, so to find out how many credits should be transferred.
 - Should the applicant have a **Certificate**, the candidate “must” complete at least “80 credits” with ABC before progressing to fourth year.



- Should the applicant have a **Diploma**, or **BA Degree**, the candidate “must” enrol for at least “50 credits” with ABC before progressing to fourth year.
- Should the evaluated program be “closely” equivalent to the College program offered, the candidate may end up doing less credits than required 50 credits, even possibly go straight into the Fourth Year.
- the applicant with a Certificate, Diploma, BA Degree, Masters, and or PhD (not equivalent to the program offered) from other institutions:
 - Submit transcripts, “not” certification award, along with application form.
 - The College shall conduct program evaluation for the candidate, so to find out how many credits should be transferred.



- Should the applicant have a Certificate, or Diploma, the candidate “must” complete at least “96 credits” with ABC before progressing to fourth year.
- Should the applicant have a BA Degree, Masters, and or PhD, it is “compulsory” that the candidate enrol for a “minimum” of at least 50 credits with ABC before progressing to Fourth Year, so to complete the BA Degree.



Assessment & Moderation Arrangements

(a) Pre-assessment Moderation

Before administering any assessments that contribute towards the award of credits moderation must take place. This should entail but not limited to the following:

- Ascertaining that the assessment strategy to be used is appropriate for the learning outcome to be assessed
- Ascertaining that the assessment instrument adequately captures the learning outcomes against which assessment is to be carried out
- Ascertaining whether the assessment tasks or questions can enable the assessor to collect sufficient evidence that is typical of relevant exit level descriptors.
- Checking if the cover page contains all necessary information
- Checking if the assessment installment layout is appropriate and that wording of assessment tasks or questions is appropriate.
- Checking if the assessment criteria or rubrics is consistent with the learning outcomes against which assessment is to be done.



(b) Post-assessment Moderation

Moderators must verify that the assessment has been done in compliance with assessment principles. This should include the following:

- Checking if all scripts have been assessed using the same criteria.
- Verifying if assessment judgments and decisions have been done consistently
- Checking if calculation of marks has been done correctly
- Checking if necessary records and reports have been completed.

(c) Sampling Procedure for Moderation

The total number of scripts to be sampled depends on the total number of candidates. If the number of candidates is 15 or less the moderator should go through all the papers. For more than 15 candidates, the sample shall be 15 candidates plus 10% of the remaining total number of Scripts. The sample should be representative of the population of candidates in relation to performance gender, etc.

(d) Moderation reports

A moderation report shall capture but not limited to the following:

- Sample size and sampling procedures



- Observations about the performance of candidates
- Consistency of assessment judgments and decisions
- Assessment instruments and alignment to learning outcomes
- Recommendations for improvement

(e) Assessment arrangement

1. Summative assessment
 - Final Examination (50% or 40% in case there is CRA)
 - Project, Research Essay (30% or 15% in case there is CRA)
 - Collateral Reading Assignment (CRA) (25%)
2. Formative assessment
 - Class Participation (10%)
 - Assignments, Reflection Essays, Presentation etc. (10%)
3. ABC uses the following measure of grading system:

Letter	%	Descriptions	# Value/Points
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A	100 – 90	exceptional	4
B	89 – 80	above average	3
C	79 – 70	average	2
D	69 – 50	below average	1
E	59 – 0	fail	0

Students' Progression Path

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;

- Diploma in Social Work
- Diploma in Humanities
- Diploma in Pastoral Studies
- Diploma in Bible and Theology
- Diploma in Counselling
- Diploma in Religious Education
- Diploma in Missions
- Diploma in Bible/Pastoral Ministries



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

Graduates may progress to higher level qualifications such as:

- Bachelor of Social Work
- B.A. in Humanities
- B.A. in Pastoral Studies
- B.A. in Bible and Theology
- B.A. in Counselling
- B.A. in Religious Education
- B.A. in Missions
- B.A. in Bible/Pastoral Ministries

Employment

Graduates will have requisite competencies and attribute 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
- Moral Education Teacher

(b) 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
- Moral Education Teacher

(c) General progress requirements. In order to proceed to the subsequent year of the programme a candidate must have:



- attended classes regularly (minimum requirement of 70% attendance in each course) and completed all of the work of the programme in the preceding year to the satisfaction of the Head(s) of Faculty/Academic Dean (current acting HOF);
- satisfied the college in, at least, all but one of the other courses of the preceding year, and have satisfied the college in all courses of earlier years;
- Exceptionally, a student may be required to discontinue a school placement or be prevented from starting any further placement if, on the balance of evidence, it is considered that continuing with the placement would be detrimental to pupils in the school.



Delivery Methods

- (a) The College's programme(s) shall be delivered through a full-time (FT), part-time (PT), and Open Distance learning (ODL) modes basis as they targeted at both none and working professionals.
- (b) It is proposed to make the maximum use of on-line learning for blended learning activities and the pedagogy will focus strongly on work-based experiential learning, for example through projects, portfolios, mentoring and so forth.
- (c) The key issue is how to offer the face-to-face component of the programme in a way that is as flexible and accessible as possible – what will be the most attractive alternative to individuals and employers, including those outside Gaborone and Botswana?
- (d) To provide quality praxis Christian education for lifelong learning that is accessible, intentional, transformative, and appropriate for preparing Christian leaders for transformative leadership.



- Through full-time (FT), part-time (PT), and Open Distance learning (ODL), the College ensure that contextualisation is evident starting with instructors. Instructors are encouraged to prepare design their modules' projects that accommodate contextualisation. (*ref. appx. 13: ABC Project Sample*)
- ABC has a plan to introduce refresher courses for alumni or on-service. The program shall be called Ministers' Program (MP5). It will be starting June 2017. This is an intentional program - needs oriented - based on what the on -job people need. MP5 shall be an adult learning program - lifelong learning here is recognised as a way to improve on-service delivery. It shall enable graduates to demonstrate competence and effectiveness in specialized areas of ministry.
- Faculty categories (e.g., full-time, part-time, adjunct, ODL) are clearly defined by ABC as is the role of each category in fulfilling the



College's mission. The composition of the faculty reflects the institution's mission, programs, and student body and is periodically reviewed. The institution's use of all categories of faculty and teaching assistants to conduct instruction is regularly assessed, properly overseen, and consistent with its mission.

Programme Grade Defined

- (a) The course grade is awarded out of 100%. The assessment for the course has four components:
- (b) Unit Progress Evaluation (UPE) or Continuous Assessment (CA)
 - The continuous assessment component of each course may include one or more of the following: essays, presentations, case analysis, discussion contributions, Collateral Reading Assignment, Unit Progress Evaluation, self-assessments, critical reflection, group and individual project reports, teaching practice observation, research assignments, quizzes, plus other forms of continuous assessment as shall be determined by the



instructor and approved by the Academic Dean.

- A student is required to fulfil all requirements prescribed for continuous assessment. Failure to do so without valid reasons will normally incur ZERO mark in that test.

(c) Final Examinations

- All final examinations shall be held within the semester in which the course is taught.
- A paper in a final written examination of a course shall be of one to three hours duration.
- A student must take final examinations at the scheduled times. Failure to do so without valid reasons will amount to a candidate being awarded a ZERO mark which may lead to retaking the course.
- Special final examinations will be considered on an individual basis for students who miss scheduled final examinations due to exceptional and



extenuating circumstances. Refer to the approved guidelines for the detailed procedures, deadline and examples of the reasons adjudged acceptable or unacceptable to ABC.

- There shall be no supplementary examinations. A student who has failed a course, must retake the course when it is offered again. The student's transcript shall indicate the courses and grades previously obtained and the fact that the student has repeated the course. The higher grade shall be used in the computation of the Cumulative GPA.
- NO instructor is allowed to set his or her own final examination.

(d) Reflection Essay (RE), Project, or Collateral Reading Assignment

- the development of lifelong learning skills, namely:
 - writing a small scale research skills
 - exercise of group dynamics principles
 - Analytical skills
 - Critical Thinking Skills



- Contextualization of course concepts to the student's culture or setting



Resources

- (a) The recruitment of teaching staff is from diverse disciplines, based on the College curriculum structure. The curriculum is designed in a way that it covers five fundamental divisions. These divisions are as follows: Bible, Ministry, Missions, Theology, and Education.
- (b) Here is a list of our teaching staff:

Phodiso B. Ntwaetsile, MEd

MA in Adult Education
(University of Botswana, Botswana)
BA in Biblical Theology & Religious Education
(Global University, USA)

Robert E. Van Wyk, MEd

Master of Arts degree, Elementary Education,
(Western State College, Gunnison, Colorado, USA)
Bachelor of Arts degree,
(Northwestern College, Orange City, Iowa, USA)

Cain K. Malizimba, MA (71879017)



MA in Christian Counselling
(Newburg Theological Seminary, USA)

Oboletswe M. Matlhaope, Dr.

PhD in Practical Ministry
North West University, Potchestroom Campus
MSA – Majoring in New Testament and Minor in Leadership
(Global School of Theology, South Africa)

Bridget Lorato Daniel, MA

MA in Counselling Psychology and Healthcare Management
(Dallas Baptist University Dallas, Texas, USA)
Bachelor of Social Sciences and Social Services in Counselling Psychology
(University of South Africa, South Africa)

Matthew Mann, MA (72899612)

MA Degree in Biblical Theology *with* Foundations in Biblical languages (Greek and Hebrew)
(Global School of Theology, South Africa)
Bachelor's Degree in Bible & Theology
(Global University, USA)

Patrick Lebetwa, MA (72370560)

MA Degree in Biblical Theology
(Global School of Theology, South Africa)
Bachelor's Degree in Bible & Theology
(Global University, USA)



Otlaadisa Motladiile, MA (71336982)

MA Degree in Biblical Theology
(Global School of Theology, South Africa)
Bachelor's Degree in Bible & Theology
(Global University, USA)

Golebamang Galegane, Dr. (73861096)

PhD in Classroom Interaction at the University of Botswana
(University of York: United Kingdom)
MEd in Education
(University of Botswana)
Bachelor of Education (BEd)
(University of Botswana)
Primary Teachers Certificate (PTC)
(Serowe Teachers Training College)



Library

- a. Currently, the number of books we have in the library offer our students freedom and adequate opportunity to learn.
- b. What we have was chosen with care to meet the requirements of all research work assignments required of students.
- c. Assembly Bible College has got adequate information resources to meet the quality and the needs of our BA programme. This is based on the fact that our library is equipped with enough resources covering all categories/divisions required by our programme (Bible, Theology, Education, and History).
- d. Our library materials therefore give our students adequate information of which adds positive contribution to their effective learning.
- e. All volumes of our library are catalogued electronically using bar coding technology for check-out and inventory control. The library uses the



software system called *Athena* that provides students search capabilities for the existing holdings. On the computer network, ABC has over 10,695 theological works.

- f. The Computer Lab also has biblical software installed on the network to assist the student with quick research of commentaries, Biblical dictionaries, concordances, and other theological works. Currently our library contains sufficient reference work to support a BA level institution.
- g. In addition, the internet installation that we planned to have done by August 2009 will surely expose our student to current affairs worldwide, and give them enough source of information.
- h. Assembly Bible College (ABC) Library is located temporarily in room 4 (6.5 x 11 meters) of the administration block until the permanent Library is completed in 2017.



Programme Structure

Learning Programme Delivery Schedule				
Semester/ Term	Course Type	Module/Course	Code	Credit Value
1	Fundamental	Introduction to Academic Writing: Writing and Reading for Success	LD130	6
	Fundamental	Orientation and Learning Strategies	LD110	10
	Core	Abundant Life in the Son: A Study of Salvation	TH200	10
	Fundamental	A History of the Church in Africa: Pentecostal Perspective	LD215	7
	Core	Children's Ministry: Strategies for Making Young Disciples	MN230	7
	Core	Old Testament Literature	LIT1213	10
2	Core	New Testament Survey	NT100	10
	Core	A Biblical Theology of Worship	MN225	10



	Core	A Study in the Book of Hebrews	BIB2032	10
	Core	Leading Christian Organizations	LD210	10
	Core	Expository Preaching	LD225	10
	Core	Pneumatology: The Person and Work of the Spirit	TH235	10
3	Core	Preparing and Preaching Bible Messages	MIN3043	10
	Core	People and Their Beliefs	REL 2012	10
	Core	God and Angels	THE1032	10
	Fundamental	Bible Geography: Encountering the Land of the Bible	OT300	10
	Core	The Life of Christ in the Synoptic Gospels	NT205	10
	Core	The Biblical Role of Women	MIN 2052	10
4	Core	Acts: The Spirit of God in Mission	NT215	10



	Fundamental	Church Finance: Managing Ministry Resources	LD300	10
	Core	Hermeneutics: Interpreting the Bible	TH110	10
	Core	A Biblical Theology of Missions	TH220	10
	Core	Evangelism: Fulfilling the Great Commission	MN100	10
	Core	Pastoral Ministry: The Work and Role of the Minister	MN240	10
	Core	Church Ministry Attachment	MIN 3034	14
5	Core	Spiritual Disciplines and Formation	LD100	10
	Core	Biblical Principles of Marriage	LD205	10
	Fundamental	Principles of Teaching: Discovering How to Make Learning Happen	LD220	10
	Core	Principles of Counseling	LD230	10
	Fundamental	Apologetics	THE 3013	10
	Fundamental	How to Speak in Public	COM 1013	10



6	Fundamental	Conflict Resolution	LD310	10
	Fundamental	The Church's Response to the HIV/AIDS Crises	HSC2022	10
	Core	The Corinthian Letters: Unity Amid Diversity	NT225	10
	Core	Eschatology: End-Time Events	TH300	10
	Core	The Psalms and Wisdom Literature: Guidelines for Worship and Living	OT210	10
	Core	The Bible and the Church	THE 2013	10



