

BQA NCQF Qualification Template

DNCQF.FDMD.GD04

Issue No.: 01

QUALIFICATION SPECIFICATION							SECTION A
QUALIFICATION DEVELOPER		BAISAGO UNIVERSITY					
TITLE	Bachelor of General Education				NCQF LEVEL	7	
FIELD	Education Training	SUB-FIELD		General Education			
New qualification	✓	Review of existing qualification					
SUB-FRAMEWORK	General Education		TVET		Higher Education	✓	
QUALIFICATION TYPE	Certificate		Diploma		Bachelor	✓	
	Bachelor Honours		Master		Doctor		
CREDIT VALUE					480		
RATIONALE AND PURPOSE OF THE QUALIFICATION							
<p>The success of any education system depends largely on the availability of adequately trained teachers. This is perhaps the reason why the new policy on Education and Training Sector Strategic plan (ETSSP 2015-2020) includes a plan to improve the quality of teacher education. The National Development plan 10 (NDP, 7.4 p 92) also emphasises the necessity to provide an adequate supply of qualified, productive and competitive human resources. The Revised National Policy on Education (RNPE, 1994) does not only argue for training that is more relevant to the country's needs, but specifically aims to enhance the status and performance of the teaching profession, so that the quality of education at all levels may be improved. The Bachelor of General Education qualification is geared towards enhancing the provision of such quality education and the production of skilled human resources. In addition, this qualification will enhance the individual's professional esteem and integrity with a professional upgrade of diploma teachers to degree level. This was echoed in the need assessment survey conducted to establish the need for the qualification. Respondents indicated that they required graduates from this qualification in their respective organisations (BA ISAGO needs assessment survey, 2018).</p> <p>Over the years, Universities have upgraded primary school teachers from Primary Teachers' Certificate (PTC) to Diploma level in Education. This was in response to a clarion call by the Ministry of Education on the need to upgrade the qualification of primary school teachers. However, there is now a need for even higher qualifications, hence the development of the Bachelor of General Education degree. This serves as an articulation/progression route for the National Professional Diploma in Education (NPDE) holders and</p>							

other teachers with Diploma in Primary Education. This Bachelor of General Education will play a significant role in increasing access to higher education for all Diploma in education holders who would wish to upgrade to higher qualifications.

Similarly, there are graduates from Colleges of Education who cannot gain admission into the University of Botswana. Thus, this qualification will afford them the opportunity to further their education within the country. In addition, various modes of delivery that include; block release and evening part-time studies, allow for flexibility and make them more accessible. For example, they are run at some of its centres around the country. Through its block release classes, the system will be able to upgrade existing primary diploma holders without moving them from their duty stations. The other institutions offering similar programme are residential, where practicing teachers have to leave their place of employment and take study leave. The Bachelor of General Education qualification was designed expressly for the upgrading of Diploma in Education holders. This Botswana General Certificate for Secondary Education (BGCSE) students who are interested in teaching in Primary Schools with subject specialization in current approved curricula for English Language OR Mathematics OR Social Studies can also apply for Bachelor of General Education.

The qualification will produce more educators for the nation and that will help achieve the goal of being an educated and informed nation and also provide prosperity for all (Vision, 2016; Vision 2036). This is in line with the national aspiration of promoting the quality of teacher training in the country and upgrading of teachers' qualifications and ultimately quality education is assured. The development of this qualification is necessary because teachers of 21st century have to take account of the needs of their students, prepare them to meet the challenges of life. Teacher's work is considered complex and demanding, and for creating a high quality of professional teaching force, it is important to have quality professional teacher's development programmes. The developmental programme must incorporate use of technology integrating in teaching (ETSSP, 2015). Teacher education programmes must also equip them with new leadership skills emerging in the 21st century such as critical thinking and its pedagogies, design thinking, indigenous knowledge which should equip teachers with requisite skills for assuming leadership roles to enhance performance in the classroom.

ENTRY REQUIREMENTS (including access and inclusion)

- Candidates must have obtained at least five (5) Credits at NCQF Level 4 (e.g. BGCSE) or equivalent,

including a pass in English Language.

- NCQF Level 6 (Diploma) in Education.

Special entry: Candidates who do not have the minimum academic qualifications stated above but with a minimum of three years relevant work experience will be considered upon satisfying the necessary requirements as per relevant policies and regulations for different ETPs. Recognition of Prior Learning Policy (RPL) will be used as an instrument for further assessment of mature-age entry candidates.

QUALIFICATION SPECIFICATION	
SECTION B	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1. Demonstrate acquired sound knowledge base and critical understanding of education in general, and areas of subject specialization.	1.1 Discuss the various aspects of education philosophy in general. 1.2 Apply the education concepts in effective teaching. 1.3 Develop new strategies for effective teaching 1.4 Transfer the educational principles in education to teaching of subject specialization 1.5 Use different teaching strategies 1.6 Use appropriate methods and techniques in handling varied learning environments.
2. Evaluate students' knowledge in areas of specialization	2.1 Monitoring learning outcomes 2.2 Produce valid and reliable assessment tools 2.3 Assess students' learning outcomes 2.4 Use feedback from student assessment to improve teaching and learning outcomes 2.5 Compile reports on students' performance
3. Conduct independent inquiry in a specialized field of education, training or development and report findings in academically appropriate ways	3.1 Identify problems in the field of education. 3.2 Conduct action research to close identified gaps. 3.3 Report findings in a systematic way for educational research 3.4 Provide solutions to educational problems. 3.5 Organize periodic research workshops for teachers.
4. Mentor peers to become educational leaders through staff development programs and processes.	4.1 Create an open door policy to enhance staff growth and development. 4.2 Encourage staff to attend internal and external conferences to renew their professional competences and consequently school effectiveness. 4.3 Formulate training plans/ programmes in the field of education. 4.4 Use feedback and research to improve practices in the

	<p>educational system.</p> <p>4.5 Generate positive staff-student collaboration to enhance school performance.</p> <p>4.6 Recognize individual differences in students and adjust educational practice.</p> <p>4.7 Develop monitoring strategies for educational growth and progress.</p> <p>4.8 Appraise staff performance for effectiveness of your mentorship.</p> <p>4.9 Suggest solutions to problems crucial to education.</p>
<p>5. Provide an excellent human relations environment conducive to team work among the leadership staff and students.</p>	<p>5.1 Encourage peer teaching among staff for exchange of professional ideas.</p> <p>5.2 Organize professional workshops/ seminars.</p> <p>5.3 Evaluate educational practices in teaching and learning.</p> <p>5.4 Create good working relations between staff and students through school committee membership.</p> <p>5.5 Generate ideas for effective professionalism in the school environment.</p> <p>5.6 Set limits for staff and students' interaction to uphold professional ethics.</p>

QUALIFICATION STRUCTURE			
SECTION C			
FUNDAMENTAL COMPONENT Subjects / Units / Modules /Courses	Title	Level	Credits
	Introduction to Education Foundations	5	12
	Introduction to The History of Education	5	12
	Communication and Study Skills	5	12
	Introduction to ICT's	5	12
CORE COMPONENT Subjects / Units / Modules /Courses	Introduction to Adult and Continuing Education	6	12
	Introduction to Special Needs Education	6	12
	Introduction to Environmental Education	6	12
	Introduction to General Methods of Teaching- Micro Teaching	6	12
	Measurement and Evaluation in Education	7	12
	Sociology of Education	7	12
	Philosophy of Education	7	12
	Introduction to Instructional Design and Implementation	7	12
	Teaching and Learning methodologies	7	12
	Teaching Practice(observation)	7	12
	School Development and Planning	8	12
	Safety Management in Education	7	12
	Curriculum Design and Development	7	12
	Professional Practice 1	7	12
	Botswana Education Policy and Law	8	12
	Inclusive Education	7	12
	Education for self –reliance	7	12
	Quality Assurance and Management in Education	8	12
	Governance and Ethical Issues in Education	7	12
	Research in Education	7	12
	Open and Distance Learning BEG 4201	7	12
	Contemporary/ Emerging Issues in Education	7	12
	Research Project	7	24
	Teaching Practice 2	7	12

ELECTIVE COMPONENT Subjects / Units / Modules /Courses	Teaching Subjects Electives Set		
	Social Studies: Introduction to Social Studies	7	12
	English Language: Introduction to English Language	7	12
	Mathematics: Algebra	7	12
	Social Studies: Society and communities	7	12
	English: English Language and its unique properties	7	12
	Mathematics: Trigonometry	7	12
	Social Studies: Introduction to the Physical Environment	7	12
	English: Language varieties and socio linguistics	7	12
	Mathematics: Geometry	7	12
	Social Studies: Introduction to concept of Economic Development	7	12
	English: Introduction to Morphology	7	12
	Mathematics: Calculus 1	7	12
	Social Studies: Governance and citizenship	7	12
	English: Introduction to syntax	7	12
	Mathematics: Mathematics Statistics	7	12
	Social Studies: Multicultural Education	7	12
	English: English semantics	7	12
	Mathematics: Algebra 2	7	12
	Social Studies: Gender issues	7	12
	English: Introduction to literature, definition of literacy terms, Poetry and Prose	7	12
	Mathematics: Mathematics statistics 2	7	12
	Social Studies: Interpretation of maps	7	12

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	English: Extensive and intensive reading	7	12
	Mathematics: Mechanics 1	7	12
	General Subjects Electives Set		
	Introduction to Primary Education	7	12
	Introduction to Psychology	7	12
	Guidance and Counselling and Life Skills	7	12
	Open and Distance Learning	7	12
	Education Supervision & Administration	7	12
	Comparative Education	8	12
	Society, School and the Teacher	8	12

Rules of combinations, Credit distribution (where applicable):

Level 5= 48 credits
 Level 6= 48 credits
 Level 7= 336 credits
 Level 8= 48 credits
Total = 480 credits

The credit combination for this qualification is 48 from the fundamental components and 300 from the core components. The remaining 132 credits are from the electives. From the electives, 96 credits are from the teaching subject, where candidates would do a total of 8 modules, by choosing 1 module under each set depending on teaching subject specialisation. The remaining 36 credits are from the general subject electives set, where candidates choose only 3 modules (1 per set).

MODERATION AND ASSESSMENT ARRANGEMENTS

Internal moderation requirements

- i. All assessment instruments must be internally moderated before administration
- ii. All marked scripts must be moderated internally
- iii. The preparation of the moderation must be accompanied by the Assessment Matrix.
- iv. Reports and associated documents to be in place for external moderation must include but not limited to:
 - Qualification document
 - Assessment Instrument
 - Assessment design and alignment matrix
 - Marking key
 - Internal Moderation report
 - List of candidates and scores attained (Module – wise report)
 - Examination Attendance register
 - Programme regulations to offer guidelines for programme delivery and support.

External moderation requirements

External moderation is a final quality check, by external subject experts, that the examination and marking is at the right standard for the type and level of the qualification. External moderation exercise may lead to a decision to change marks. Each sub-field will have a Substantive External Examiner.

Assessment

All assessments which are leading to the award of the qualification must be based on learning outcomes and associated assessment criteria.

Formative assessment

The weightings for the Formative Assessment component which contributes to the awarding of credits is to be weighted as follows:

- 2 Assignments - 13%
- Test - 14%
- Mid-Term Mock Examinations - 13%

The weighting of formative assessment is 40 % of the Final assessment mark.

Summative assessment

- Final examinations

The weighting of summative assessment is 60 % of the Final assessment mark.

RECOGNITION OF PRIOR LEARNING (if applicable)

Recognition of Prior Learning (RPL) is a form of assessment for eligibility into the qualification. It allows recognition of skills and knowledge acquired through informal learning such as work or life experience. RPL is granted where the candidate is able to provide sufficient evidence of their competence in a module as determined by the appointed RPL Assessor.

Candidates wishing to apply for RPL assessment submit their applications three months prior to the commencement of the qualification they seek to enroll in. All prospective students will complete an application form and attach all required evidence, in the form of following:

- In-house training certificates
- Examples of work produced
- Workplace reference
- Statement of duties
- Project Work
- Newspaper cuttings of achievements
- Minutes of meetings attended or conducted
- Documents showing organizing/supervisory skills
- Awards, commendations, certificates of merit

The University shall review all evidence presented and match that evidence against the Performance Criteria stated in the Unit of Competency. The University may find it necessary to ask questions about the evidence or ask the candidate to perform an activity or undergo a test to provide evidence where there are gaps between what has been provided and what is required.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Learning Pathways

Horizontal Articulation

- Bachelor of Education in Special Education / Inclusive Education
- Bachelor of Education Educational administration
- Bachelor of Education in English
- Bachelor of Education in Social Studies
- Bachelor of Education in Mathematics.

Vertical Articulation

Learners may progress to any post graduate degree programme of their choice in areas related to Bachelor of Education General such as:

- Post Graduate Diploma in Education
- Post Graduate Diploma in Educational leadership and Management
- Master of Education in Educational leadership and Management
- Master of Education in Special Education / Inclusive Education
- Master of Education Educational administration
- Master of Education in English
- Master of Education in Social Studies
- Master of Education in Mathematics.

Employment Pathways

Upon completion of this programme, students can apply for the position of Head Teacher, Deputy Head Teacher, and they can also become supervisors or inspectors of education. Opportunities are also available in the following professions;

- Examiner
- Education Officer
- Head master
- Lecturer in Education courses
- Publisher
- Assessor

- Proprietors

QUALIFICATION AWARD AND CERTIFICATION

Candidates meeting the prescribed requirements will be awarded the qualification in accordance with the qualification composition rules and applicable policies. To be eligible for the award, candidates must have successfully completed all fundamental and core modules and passed examinations in accordance with regulations set in the Faculty.

REGIONAL AND INTERNATIONAL COMPARABILITY

This qualification compares with the following:

- University of Namibia has a similar bachelor's degree in general education worth 480 credits which focuses on the intellectual, social, moral and the psychological development (holistic development) of the learner and it compares favourably with that of the University of Botswana which is also being benchmarked.
- Acadia University of Education offers a Bachelor of Education (Elementary) and Bachelor of Education (Secondary) in General Education with 120 credits which develop competencies in music and technology education over a period of four (4) academic years also offers an insight.

Comparability of the proposed Degree with other Institutions

Although the qualifications examined generally follow similar structures and standards, there are differences such as the grading for dissertation credit hours as well as the title of qualifications in accordance with various National Qualifications Frameworks.

- Most are 480 credits just like the proposed qualifications while others have 120 credits like the Acadia University of Education.
- Duration, is four years for all the degrees

As noted above, this qualification generally compares well with all the qualifications studied since the exit outcomes cover similar scope and depth and are aligned to exit-level descriptors typical of this level and type of qualification as done within the region and beyond as well as competencies required for registration and accreditation with professional bodies such as SAQA and the BQA.

REVIEW PERIOD

This qualification will be reviewed after 5 years upon registration as per the recommended qualification/programme review.



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Other information – please add any supplementary information to help the application for this qualification for NCQF Registration.

Refer to Appendix 1: Needs Assessment Report for the Bachelor of Education – General