

BQA NCQF QUALIFICATION TEMPLATE

SECTION A: QUALIFICATION DETAILS												
QUALIFICATION DEVELOPER (S)			BA ISAGO University									
TITLE		Bachelor of Education (Primary)					NCQF LEVEL		7			
STRANDS (where applicable)		1. English 2. Mathematics 3. Setswana 4. Religious Education 5. Social Studies 6. Environmental Science										
FIELD		Education and Training		SUB-FIELD			Training		CREDIT VALUE		480	
<i>New Qualification</i>						<i>Legacy Qualification</i>					✓	
SUB-FRAMEWORK		<i>General Education</i>			<i>TVET</i>			<i>Higher Education</i>			✓	
QUALIFICATION TYPE		<i>Certificate</i>	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>V</i>	<i>Diploma</i>	<i>Bachelor</i>	✓		
		<i>Bachelor Honours</i>			<i>Post Graduate Certificate</i>			<i>Post Graduate Diploma</i>				
		<i>Masters</i>					<i>Doctorate/ PhD</i>					
RATIONALE AND PURPOSE OF THE QUALIFICATION												
<p>RATIONALE:</p> <p>Primary teacher training is the backbone of the entire education system of a country as it determines its success and failure. It aims to improve the output of teachers in the demanding profession of teaching, especially in the rapid changing world which has in turn influenced the review of several curricular. Training equips teachers with the required technical skills to effectively drive the contemporary modifications in the teaching-learning process. It provides them with the knowledge, skill and abilities that are relevant to the professional life of a teacher. It further moulds the personality</p>												

of the teachers such that their attitudes are reshaped, habits reformed, and personality reconstituted. Human Resource Development Council (2023/2024) Priority skills list has registered Primary School Educators as a future job and future skill fortifying the need to train primary school teachers.

According to (Statistics Botswana, 2022), there has been a significant population increase in Botswana. The population increased from 2,024,904 in 2011 to 2,346,179 in 2022, constituting an increase of 15.9 percent over the period between the two censuses and this led to increased enrolments in primary schools. Botswana therefore needs to train more teachers to cater for these growing enrolments in primary schools. There is also a need to replace the teachers who have retired or resigned and those in the process of retirement from the education system. In addition, there is also a need to upgrade those who are already in the system with lower qualifications, to ensure they stay relevant to the ever-evolving educational landscape.

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 call by the Ministry of Education on the need to upgrade the qualification of primary school teachers. There is therefore a need for higher qualifications that will serve as articulation/progression route for the Diploma holders. Furthermore, The Revised National Policy on Education (RNPE, 1994) specifically aims to enhance the status and performance of the teaching profession, so that the quality of education at all levels may be enhanced.

The purpose of this qualification is to provide an opportunity for pre-service teacher training, upgrading of teachers with diploma to a level higher and eventually producing more educators for the nation. This will help achieve the goal of being an educated and informed nation and provide prosperity for all (Vision 2036). Primary teacher education is an essential aspect of developing and deliberately improving the education process targeted at the realization of the national goals and educational objectives. 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 assurance of quality education.

The Bachelor of General Education qualification did not attract a good number of learners as most potential clients preferred a qualification that specialises in either primary or secondary education, hence the change of qualification name to Bachelor of Education (Primary). The BA ISAGO Needs

Assessment Report (2024) also showed that there is demand for the proposed qualification, especially from the Diploma holders who want to progress further.

PURPOSE

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

1. Apply relevant teaching approaches and expertise to plan, deliver and assess high-quality educational programs in primary schools.
2. Utilize Information and Communication Technologies to connect with, engage, prepare, and enable students to confront and proactively solve 21st Century education challenges.
3. Critically analyse the gaps in the education system and contribute meaningfully to the body of knowledge in the Education sector through research.

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

- i. Applicants must have a minimum of Certificate IV, NCQF Level 4 (TVET/GE) or equivalent.

OR
- ii. Candidates who do not meet the minimum academic qualifications stated above will be considered through the Recognition of Prior Learning (RPL) process which shall be administered according to the National RPL Policy. There will also be provision for Credit Accumulation Transfer to the learner in case they transfer in from another institution as per National Policy on CAT.

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SECTION B	
QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
<p>1. Implement effective pedagogical practices that promote active learning, critical thinking, and problem-solving skills among primary school students.</p>	<p>1.1 Critically engage in deliberations on various aspects of education philosophy in primary education.</p> <p>1.2 Integrate relevant education concepts for effective teaching.</p> <p>1.3 Transfer the educational principles in education to teaching of subject specialization.</p> <p>1.4 Practice appropriate methods and techniques in handling varied learning environments.</p> <p>1.5 Incorporate a variety of active learning strategies into lesson plans.</p>
<p>2. Demonstrate specialised knowledge in designing an Outcome Based Curriculum and review as and when required to evaluate efficiency in student performance and progress.</p>	<p>2.1 Align learning outcomes to teaching strategies and objectives.</p> <p>2.2 Monitor attainment of learning outcomes</p> <p>2.3 Create valid and reliable assessment tools.</p> <p>2.4 Assess students' learning outcomes and record the data.</p> <p>2.5 Utilize assessment data to inform instructional practices and provide constructive feedback to students.</p> <p>2.6 Design remedial program to assist learners with special educational needs.</p> <p>2.7 Compile reports on students' performance and share separately with management and parents.</p>
<p>3. Demonstrate sound knowledge of subject matter expertise in teaching and learning.</p>	<p>3.1 Plan lessons with knowledge in specific subject areas, depending on the chosen teaching specialization (e.g., mathematics, science, English, Setswana).</p>

	<p>3.2 Relate the knowledge and skills related to the subject matter expertise in practical situations.</p> <p>3.3 Apply the knowledge and skills related to the subject to solve complex problems and make informed decisions.</p> <p>3.4 Use appropriate terminology and language related to the subject.</p> <p>3.5 Adapt and transfer the knowledge and skills related to the subject matter expertise to different contexts.</p> <p>3.6 Apply effective instructional strategies to facilitate student learning in various subject areas.</p>
<p>4. Critically infuse effective classroom management practises to create an inclusive and positive learning centred environment.</p>	<p>4.1 Implement behaviour management strategies and establish rapport with students.</p> <p>4.2 Foster a positive teacher-students' relationships by demonstrating respect, empathy, and understanding.</p> <p>4.3 Differentiate instruction to meet the diverse needs and learning styles of students, promoting inclusivity and equity.</p> <p>4.4 Implement effective classroom organisation techniques to optimise student engagement and facilitate learning.</p> <p>4.5 Observe student behaviour and address issues in a fair and consistent manner, while promoting self-regulation and responsibility.</p> <p>4.6 Plan classroom activities to encourage teamwork, accountability, and respect for one another.</p>
<p>5. Integrate specialized knowledge of educational technology to formulate and enhance best teaching experiences.</p>	<p>5.1 Infuse educational software and digital tools effectively in the classroom.</p>

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	<p>5.2 Adopt various forms of educational technology to create engaging and interactive learning experiences for students.</p> <p>5.3 Assess appropriate technology tools based on the learning objectives and students' needs.</p>
<p>6. Demonstrate capacity to effectively maintain relationships with students, staff and all relevant stakeholders and create beneficial interactions for a collective impact in students' lives.</p>	<p>5.1 Adhere to ethical standards and guidelines for educators when engaging with students.</p> <p>5.2 Participate in community outreach and engagement activities to connect the school with the broader community.</p> <p>5.3 Foster positive relationships with parents and guardians to encourage student educational performance.</p> <p>5.4 Engage in discussions regarding contemporary primary education issues in Botswana and work together with the relevant stakeholders for possible solutions.</p>
<p>7. Conduct applied research and generate solutions to complex contemporary education problem.</p>	<p>7.1 Critically assess the local and regional challenges in the field of education.</p> <p>7.2 Apply advanced data collection methods to gather information on key trends and developments in education.</p> <p>7.3 Critically analyze quantitative and qualitative data to determine root causes and possible solutions to the issues in the field of education.</p> <p>7.4 Share findings to contribute to the body of knowledge worldwide and solve educational problems.</p>

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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level [5]	Level [6]	Level [7]	
		FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>	Introduction to Education Foundations	12	
	Introduction to The History of Education	12			12
	Communication and Study Skills	12			12
	Research Methods in Education			12	12
CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Introduction to ICT's	12			12
	Introduction to Special Education Needs		12		12
	Introduction to Environmental Education		12		12
	Introduction to General Methods of Teaching- Micro Teaching		12		12
	Measurement and Evaluation in Education			12	12
	Sociology of Education			12	12
	Philosophy of Education			12	12

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	Introduction to Instructional Design and Implementation			12	12
	Teaching and Learning Methodologies			12	12
	Teaching Practice (Observation)			12	12
	School Development and Planning			12	12
	Safety Management in Education			12	12
	Curriculum Design and Development			12	12
	Teaching Practice 1			12	12
	Botswana Education Policy and Law			12	12
	Guidance and Counselling			12	12
	Quality Assurance and Management in Education			12	12
	Governance and Ethical Issues in Education			12	12
	Contemporary/ Emerging Issues in Education			12	12
	Research Project			24	24
	Teaching Practice 2			60	60
				Total Credits	

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STRANDS/ SPECIALIZATION	Subjects/ Courses/ Modules/Units	Credits Per Relevant NCQF Level			
		Level []	Level []	Level []	
English	Introduction to English Language			12	12
	English Language and its unique properties			12	12
	Language varieties and socio linguistics			12	12
	Introduction to Morphology			12	12
	Introduction to syntax			12	12
	Introduction to literature, definition of literacy terms, Poetry, and Prose			12	12
	Extensive and intensive reading			12	12
Mathematics	Calculus 1			12	12
	Algebra			12	12
	Geometry			12	12
	Mathematics Statistics 1			12	12
	Trigonometry			12	12
	Mathematics statistics 2			12	12

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	Mechanics 1			12	12
Setswana	History and Development of Setswana language			12	12
	Oral literature and culture			12	12
	Major theories of literature			12	12
	Setswana dialects and other languages in Botswana			12	12
	Psycho and Sociolinguistics aspects of language			12	12
	Setswana language structure, semantics, and syntax			12	12
	Language policy in Botswana			12	12
Religious Education	History and Philosophy of Religious & Moral Education			12	12
	History of Christianity and African			12	12
	Old Testament Studies			12	12
	New Testament studies			12	12
	Liberation Theology			12	12

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	African Traditional Religions			12	12
	Ethics and Emerging Issues in Religious and Moral Education			12	12
Social Studies	Introduction to Social Studies			12	12
	Society and communities			12	12
	Introduction to the Physical Environment			12	12
	Introduction to concept of Economic Development			12	12
	Governance and citizenship			12	12
	Gender issues			12	12
	Interpretation of maps			12	12
Environmental Science	Introduction to Primary Science Education			12	12
	Philosophy of Environmental Science and Education for Sustainable Development			12	12
	Principles of Environmental Science and Education for			12	12

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	Sustainable Development				
	Environmental Impact Assessment			12	12
	Environmental Chemistry			12	12
	Ecosystems and Environmental Management			12	12
	Research and Current Trends in Environmental Science and Education			12	12
Electives	Introduction to Primary Education			12	12
	Introduction to Psychology			12	12
	Guidance and Counselling and Life Skills			12	12
	Education Supervision & Administration			12	12
	Comparative Education			12	12
	Society, School, and the Teacher			12	12

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

<i>NCQF Level</i>	<i>Credit Value</i>
Level 5	48
Level 6	36
Level 7	396
TOTAL CREDITS	480

Rules of Combination:

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

The credit distribution is made up of 48 credits from the fundamental component, 312 credits from the core component, 84 credits from the specialization area and 36 credits from the elective component, where students will choose only 3 modules.

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ASSESSMENT ARRANGEMENTS

All assessments which are leading to the award of the qualification should be based on learning outcomes and associated assessment criteria. Assessment will be conducted by Assessors who have been registered with Botswana Qualifications Authority (BQA). The assessments will be as follows:

i. Formative Assessment

The weighting of formative assessment is 60 % of the final assessment mark.

ii. Summative Assessment

The weighting of summative assessment is 40 % of the final assessment mark.

MODERATION ARRANGEMENTS

There will be provision for internal and external moderation, conducted by Moderators registered with Botswana Qualifications Authority (BQA).

RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL) will be applicable for consideration for award in this qualification, in line with RPL institutional policies on the same.

CREDIT ACCUMULATION AND TRANSFER

Credit Accumulation Transfer (CAT) will be applicable for consideration for award in this qualification, in line with RPL institutional policies on the same.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Learning Pathways

Horizontal Articulation:

- Bachelor of Education in Special Education / Inclusive Education
- Bachelor of Arts in Guidance and Counselling
- Bachelor of Education Educational Administration
- Bachelor of Education in Early Childhood Development

Vertical Articulation

- 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 General Education
- Master of Education in English
- Master of Education in Social Studies
- Master of Education in Mathematics
- Master of Education in Setswana
- Master of Education in Religious Education
- Master of Education in Environmental Science

Employment Pathways

- Primary School Teacher
- Education Officer
- Education Consultant
- Headmaster
- Lecturer for Certificates and Diploma in Education
- Assessor and Moderator
- Curriculum Developer

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 of the Bachelor of Education (Primary), candidates should have obtained a minimum of 480 credits. A certificate will be issued to learners who are awarded the qualification.

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

This qualification was benchmarked with the following:

- i. Bachelor of Education in Primary Education, Unicaf University, Malawi

- ii. Bachelor of Education (Elementary) in General Education – Acadia University of Education, USA
- iii. Bachelor of Education (Primary) - James Cook University, Australia

The proposed qualification was benchmarked with qualifications from different institutions, regionally and internationally and they compared favourably. The proposed qualification together with the ones compared to are all pitched at Level 7 with respect to their different qualification frameworks, (NCQF, MQF, and AQF). In addition, the proposed qualification shares a common title with the qualifications offered by Unicaf University and James Cook University. The Acadia University's qualification title has a different term but still at Primary level as all other qualifications. Furthermore, the exit outcomes for all the qualifications aim at producing educationalists with skills and knowledge on the application of educational theories and strategies, subject matter expertise, development of curriculum, classroom management, utilization of IT, professionalism when dealing with students and staff and commitment to lifelong learning. The qualifications also have similar domains that cut across. These include English, Mathematics, Teaching Methodologies, Science and Curriculum Development. All the qualifications have a provision for a practicum which allows the students a chance to practice and nurture their skills in the industry.

The assessment strategies for all the qualifications include formative and summative assessments which encompasses practical work, reports, projects, tests, assignments, and portfolios. In terms of award for certification, the learners from the proposed qualification and those from Unicaf and Acadia University qualifications, should have successfully completed all the required modules and the practicum whereas in James Cook University learners should complete the Literacy and Numeracy Test for Initial Teacher Education (LANTITE) test before they can practice as teachers. The qualifications differ again in terms of credits and duration due to different frameworks used by each country. The proposed qualification and the Unicaf University's qualification both carry 480 credits and run for 4 years, whereas Acadia qualification carries 120 credits and runs for 2 years, and James Cook University carries 96 credits and runs for 4 years.

The proposed qualification and the ones compared with have similar educational progression and employment pathways. The educational progression routes include Post Graduate Diploma in Education, Master of General Education and Master of Education in Educational Leadership and Management and the employment routes include Primary School Teacher, Curriculum Developer, and Education Consultant.



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REVIEW PERIOD

This qualification will be reviewed after 5 years upon registration.

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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	
REVISION DATE:		NAME OF PROFESSIONAL BODIES/REGULATORY	

BOTSWANA
Qualifications Authority