QUALIFICATION SPECIFICATION							
							SECTION A
QUALIFICATION DEVELOPER	**LOGAN BUSINESS COLLEGE**						
TITLE	**POST GRADUATE DIPLOMA IN HIGHER EDUCATION**				**NCQF LEVEL**		**8**
FIELD	**EDUCATION AND TRAINING**			**SUB-FIELD**	**HIGHER EDUCATION**		
New qualification	**Done**		Review of existing qualification				**Not Done**
SUB-FRAMEWORK	General Education		TVET		Higher Education		✓
QUALIFICATION TYPE	Certificate		POST GRADUATE Diploma	✓	Bachelor		
	Bachelor Honours		Master		Doctor		
CREDIT VALUE					**130**		

1. RATIONALE AND PURPOSE OF THE QUALIFICATION

1.1. PURPOSE AND RATIONALE OF THE QUALIFICATION

Logan Business College conducted an extensive market survey prior to the designing of the Qualification to establish the existence of the demand and relevance of the Post Graduate Diploma qualification. During the process critical skills gaps were identified in Post Graduate Diploma in Higher Education.

1.1.1. Rationale

The development of the Qualification was guided by the Education and Training Sector Strategic Plan (ETSSP 2015-2020) for the provision of quality and relevant education. The ETSSP was aimed at reforming the education system and addressing issues of poor performance in the sector. Therefore, the Post Graduate Diploma in Higher Education seeks to establish the relevance and the existence of the

demand in Higher Education. National Development Plan 11(NDP11, 2017 -2023, Page 118). The Human Resource Development Council, (HRDC, 2016-2021, Page 119), through the 14 HRDC Sector Committees started to address the problem of skills mismatch, in order to produce a globally competitive Human Resource. Vision 2036, achieving prosperity for all, under Pillar 2, Human and Social Development aimed at education and skills development, ensure that Botswana society will be knowledgeable with relevant quality education that is outcome based, with emphasis on education with production. The qualification is relevant as it is aimed at leading quality education to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Botswana Qualifications Authority (BQA) in consultation with HRDC Sector Committees developed fields that every Qualification that is developed in the economy of Botswana should meet the sector supply and demands. Therefore, The Graduate Diploma in Higher Education was developed to meet Field 4: Education and Training.

The **one (1) year** qualification was developed as robust home grown Qualification that meets the demands of the niche market. The Qualification has unique modules that are relevant for ensuring unique skills prepare education professionals in the Tertiary Education Industry.

1.1.2. PURPOSE OF THE QUALIFICATION

The fundamental mission of Post Graduate Diploma in Higher Education program is to educate and train higher caliber, technology literate Higher Education Professionals with ethical values who are equipped with up-to-date higher education information and who have the ability to make decisions and put them into action. The Post Graduate Diploma in Higher Education Program was developed to equip the students with Education Practice techniques both in theory, application and information technology skills applied in Tertiary Education sector.

Students graduating from the Post Graduate Diploma in Higher Education had the ability to transform the theoretical knowledge obtained throughout their studies into practice, through learning how to utilize rapidly developing information technologies widely used by the Tertiary Education sector. Our students can easily find jobs in Public and Private Institutions of Learning. Students are taught both Higher Education theory and practical skills in a supportive and challenging environment. The program is committed to enhance and encourage the critical thinking skills, communication, computer and organization skills. Students are encouraged to pursue academic excellence, professional growth and high ethical standards.

The objectives of the program are to instill knowledge and values through generic Higher Education competencies such as Pedagogy, Curriculum Development, Assessment, Moderation and Evaluation in Higher Education, E-learning, Planning and Material Development and Africanisation and internationalization of Higher Education, as well as generic technical competencies.

2.   ENTRY REQUIREMENTS (including access and inclusion)

2.1.   ENTRY REQUIREMENTS
- Diploma in Education
- Undergraduate Bachelor's Degree who want to practice lecturing as a profession.
- Master's Degree who want to study and specialize in Lectureship.
- Doctor of Philosophy who would want to study and specialize in Lectureship.
- Recognition of Prior Learning (RPL) is prospective students who had on-the-job Training and were assessed by the employer to confirm competence and hours accumulated during the experiential period. Logan Business College use the Evaluation Form to assess and confirm the combination hours worked to converts them into credits to ascertain entry eligibility into the programme.

3. GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
By the end of the course students will be able to:	
3.1. **Assess** the nature of learning in higher education.	3.1.1. Describe approaches to teaching and learning as part of the teaching philosophy.
	3.1.2. Contextualise their teaching and learning within changing context higher education.
	3.1.3. Mediate and facilitate the initiation of students into their discipline.
	3.1.4. Recognise and respond to student diversity.
	3.1.5. Use interactive teaching methods to encourage active learning.
	3.1.6. Facilitate the holistic development of students within the context of a teaching and learning environment.
	3.1.7. Use multiple resources to mediate and facilitate learning successfully.

3.2.	**Interpret** curriculum Development within an outcomes-based framework in Higher Education.	3.2.1. Use approaches to curriculum design and development in Higher Education.
		3.2.2. Reflect on the global, national, regional and institutional HE contexts in order to inform curriculum decisions.
		3.2.3. Critically analyse and evaluate their curriculum development practices.
		3.2.4. Design courses/modules which are aligned with outcomes and which enable epistemological access to students.
3.3.	**Involve** participants in theoretical understanding of assessment and principles of evaluation in higher education by enabling participants to evaluate their own practice as educators.	3.3.1. Align their assessment practices with specific outcomes set for the course
		3.3.2. Use assessment to make valid and reliable judgements about students' performance
		3.3.3. Use continuous assessment in a manner which promotes learning
		3.3.4. Use a range of appropriate methods of assessment (for example, essays, tests, projects, portfolios, etc.)
		3.3.5. use national and institutional policies on evaluation to inform evaluation and quality assurance practices
3.4.	**Design** and develop eLearning resources (content and activities).	3.4.1. Contextualise eLearning as a delivery mode within their own disciplines, departments and/or learning units
		3.4.2. Design and develop effective eLearning resources (content, processes and activities)
		3.4.3. Select and use appropriate tools

		available in a learning management system (LMS) 3.4.4. Evaluate processes and products of eLearning.
3.5.	**Implement** processes for academic leadership in higher education.	3.5.1. Articulate the roles and responsibilities of a university / departmental leadership position. 3.5.2. Reflect on and respond to the challenges inherent in academic leadership within their context. 3.5.3. Document the processes involved in the leadership role. 3.5.4. Evaluate their leadership role in relation to institutional and/or departmental requirements
3.6.	**Ensure** Internationalisation is infused in the curricula and to play a role in the process of internationalisation at the University.	3.6.1. Articulate issues of internationalisation, globalisation, Africanisation and cultural diversity, and to defend their own views. 3.6.2. Design new curricula or adapt existing ones to satisfy accepted criteria for a fully internationalised curriculum.
3.7.	**Use their** research knowledge, skills and competence in a practical research project which is aligned to their areas of specialization and organization of their choice.	3.7.1. Choose a research topic to work their dissertation on the organisations of their choice. 3.7.2. Make a write up of the backgrounds of the topic and the organisations following a research guideline. 3.7.3. Critic literature review and relate their topic to what has been researches by other scholars to answer the research questions. 3.7.4. Come up with the relevant research methodology and design incorporating data collection methods ensuring the accuracy and validity of the instruments used. 3.7.5. Present the data and discuss the findings of the research. 3.7.6. Conclusion and recommendation to be

	done.	
3.8.	**Conduct attachment** at the organisations of their choice to allow them to acquire deeper knowledge in the field of specialization.	3.8.1. Visit companies for industrial companies. 3.8.2. Enhance their higher education kills through practice and processes of organization of attachment. 3.8.3. Produce placement report detailing work done and skills acquired. 3.8.4. Present on their placement experience. 3.8.5. Keep a detailed log-book of work done, with workplace supervisor approvals.

3. QUALIFICATION COMPOSITION AND RULES			
FUNDAMENTAL COMPONENT Subjects / Units / Modules /Courses	**Title**	**Level**	**Credits**
	Learning and Teaching in Higher Education	7	7
	Information and Communication Technology	7	5
CORE COMPONENT Subjects / Units / Modules /Courses	Curriculum Development	8	7
	Assessment in Higher Education	8	7
	Technology and Pedagogy in Higher Education	8	7
	Evaluation and Moderation of Curricula in Higher Education	8	7
	E-Learning in Higher Education	8	7
	Supervision of Undergraduate Research in Higher Education	8	7
	Social Inclusion in Higher Education (HIV-AIDS and Gender Issues)	8	10
	Leadership and Management in Higher Education	9	10
	Strategic Higher Education	9	10
	Dissertation	9	20
	INDUSTRIAL ATTACHMENT (Practice, Reflection and Practicum)	8	16
ELECTIVE COMPONENT (Choose 1 from Modules)	Sustainability in Higher Education	8	10
	Diversity and the Student in Higher Education	8	10
	Totals		**130**

4.1. Rules of combinations, Credit distribution (where applicable):
In order for the qualification to be awarded the qualifying graduate must have acquired the following credits:

4.1.1. Credit Distribution

No	Component	Modules	Credits
1	Fundamental Component	2	12
2	Core Component	11	108

3	Elective Component Choose 1 Module	1	10
4	**Total**	**14**	**130**

4.1.2. Level Credit Distribution

No	Component	Credits
1	Level 7	12
2	Level 8	78
3	Level 9	40
4	**Total**	**130**

5. ASSESSMENT STRATEGIES, REQUIREMENTS AND WEIGHTINGS

5.1. Formative Assessment

Formative assessment or continuous assessment include

   i.   Participation --------------------------------------5%
   ii.   Class Discussions-----------------------------------5%
  iii.   Role Presentations--------------------------------10%
  iv. Mid-term Assessments----------------------------10%
   v.   Portfolio--10%

vi.	These forms of assessments contribute to **40%** of the final grade.

5.2. Summative Assessment
  i.   Teaching Practice-------------------------------10%
  ii. The Final Examination ------------------------**50%** of the final grade.
  iii. Final Examinations are written at the end of each semester.

6.   MODERATION

6.1.   MODERATION REQUIRENTS
  i.   The moderation according to the Assessment Policy is done both for the question papers and the answer scripts.
  ii. It is conducted internally and externally by professionals registered an accredited by BQA as Assessors and Moderators.
  iii. Moderation to take place needs all the assessment instruments for Pre-Examination and Post-Examination.

6.1.1. Phase 1 Pre-Examination Moderation requirements (Internal):
  i.   Examination paper for the semester.
  ii. The Marking Keys.
  iii. The Syllabus.
  iv. Qualification document
  v.   Assessment Instrument
  vi. Assessment design
  vii. Qualification regulations

6.1.2. Phase 2: Post – Examination Moderation Requirements (External):
  i.   Examination Paper.
  ii. Marking Key.
  iii. Examiner's Analysis Report.
  iv. Internal Moderation report.
  v.   List of candidates and scores attained (Module – wise report).
  vi. Examination Attendance registers.
  vii. Qualification regulations.

6.2. SAMPLING PROCEDURE

The 'Rule of thumb' for Sampling that is often recommended is that a sample of the answer scripts is taken comprising:

- ✓ All the scripts if the total number is less than 10.
- ✓ 10 papers if the total number is 10-100.
- ✓ 10% or otherwise.
- ✓ The sample should represent a reasonable distribution of marks including scripts with top marks and ones with very low marks.
- ✓ The moderator will check that the marking of the sample is consistent with the marking scheme. Moderator will often sign the moderated scripts.
- ✓ The tolerance range for moderation difference is +/-5% of the mark given by the examiner.

7. CRITERIA FOR SELECTION OF ASSESSORS AND MODERATORS

Assessors and Moderators are selected from the pool of qualified and experienced lecturers who have TEACHER/ LECTURER training certification. They should also be cleared by BQA as Trainers. They should also be accredited as Assessors to set and mark Examinations. After having been an assessor for some time they have to apply for accredited by BQA as Moderators.

7.1. Qualification Requirements

A minimum Master's degree in the relevant field plus evidence of competence in assessment and moderation.

7.2. Professional work experience required

A least two years of academic experience plus work experience in relevant field

7.3. Professional registration and accreditation

Assessors and moderation must have valid registration and accreditation with all relevant bodies such as

- Botswana Qualification Authority (BQA)
- Higher Education Trainers of Botswana (HETB)
- Membership from any recognised international body.

8. RECOGNITION OF PRIOR LEARNING (RPL)- if applicable

Recognition of Prior Learning (RPL) is related to prospective students who had on-the-job Training and assessed by the employer's Human Resources Training and Development Officer to confirm competence and Notional learning Hours gained during the Experiential Period. Logan Business College would use Evaluation Form convert the accumulated hours into credits related to the areas

covered with equivalence to the modules in the qualification.

•   Maturity Entry with "O" Level passes and at least 2 years' experience in Higher Education field, a letter from employer confirming experience and Training on the Job will be accepted. An assessment will be done to convert the number of hours worked upon the experience to establish the credits gained and level of entry.

9.   PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

9.1. Horizontal Progression

Graduates of this qualification may consider pursuing related qualification for the purpose of multiskilling, retooling and gain expert knowledge in the Higher Education and Tertiary Education field. Credit transfer, module mapping and exemptions can be exercised in the following Qualifications:

- Post Graduate Diploma in Tertiary Education Training.
- Further Education Trainers' Post Graduate Diploma.
- Bachelor of Education (Honours).
- Post Graduate Diploma in Higher Education and Quality Assurance.

9.2. Vertical Progression

Graduates may progress to qualifications such as:

- Master's Degree in Higher Education.
- Master of Education in Curriculum Development.
- Masters in Higher Education Leadership.
- Master of Education in Education Psychology.

9.3.   Diagonal Progression

Graduates may progress to qualifications such as:

- Post Graduate Certificate in Project Management if want to manage projects.
- Post Graduate Certificate in Research for those with passion for research and analysis and evaluations.
- Post Graduate Diploma in Distance Education Practitioners.

10.   EMPLOYMENT PATHWAYS

Graduates from the Post Graduate Diploma in Higher Education will have requisite competencies and attributes to work as:

- ✓ Lecturers.
- ✓ Professional Curriculum Developers.
- ✓ Education Officers.
- ✓ Principals
- ✓ Head Masters.

✓ Strategic Planners in Higher Education.

11. QUALIFICATION AWARD AND CERTIFICATION

11.1. Minimum Standard of achievement for the award of the qualification.

A candidate to be a qualified graduate in this Qualification and be awarded the Qualification must complete 12 Credits of the Fundamental Component, 108 Credits of the Core component and 10 Credits of the Elective component.

11.2. Certification

Students have to pass all modules for the Post Graduate Diploma in Higher Education to be awarded the qualification according to the standards prescribed for the award of the qualification applicable policies.

Candidates who do not meet the stipulated minimum requirements are not awarded the Certificate but are required to resit the filed modules until they pass to be awarded a qualification.

12. REGIONAL AND INTERNATIONAL COMPARABILITY

Summary of Similarities and Differences Observed

1. **Harare Polytechnic, Zimbabwe**, Higher National Diploma in Further Education Training, NCQF Level 8, 140 Credits provides the Qualification that focuses on Education as two interrelated areas of study intended to develop human capital in Education and Curriculum Development by exposing learners to an up-to-date Higher Education curriculum and students go for attachment at Secondary Schools and Colleges for real life situations in Higher Education Practices.

2. **University of Rhodes (South Africa)**, Post Graduate Diploma in Higher Education, NCQF Level 8, 158 Credits, provides candidates with competence to Interpret and evaluate Higher Educations as a phenomenon and as an Education Professional. Explain the diverse nature of Theories of Education and Higher Education Technology. Identify and assess relationships and networks relative to building Higher Education capacity. Apply problem solving and critical analysis within diverse contexts.

3. **Indira Gandhi National Open University (IGNOU) (India),** Post Graduate Diploma in Higher Education (PGDHE), Level 8, 115 Credits, This qualification is designed for the tertiary educators to attain the good pedagogical practices in the quality delivery of the curriculum. The qualification aims to equip the tertiary educators with critical self-reflection in relation to current international trends and challenges in pedagogics. It enables tertiary educators to become familiar with the delivery of curriculum to a variety of students, through various models of delivery, in a wide range of contexts. Post Graduate Diploma in Higher Education (PGDHE) to encompass instruction in all educational disciplines, helping tertiary educators to build confidence in a teaching environment.

4. **University of Oxford, United Kingdom**, Postgraduate Post Graduate Diploma in Learning and Teaching in Higher Education, Level 8, 120 Credits, and The Graduate will be able to design and implement instructional practices to produce a positive impact on teaching and learning. Demonstrate an understanding of the process of educational change and how to communicate effectively to stakeholders. Analyse the educational needs of the students. Create innovative strategies and incorporate technology in tertiary education. Demonstrate deep and thorough conceptual understanding of identified aspects of the subject matter.

13. Comparability and articulation of the proposed qualification with the ones examined

The proposed 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 to 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 Botswana Qualification Authority (BQA). However, what sets this Qualification apart from the qualifications examined is that there is provision for development of attributes such as Learning and Teaching in Higher Education, Curriculum Development, E-learning in Higher Education and Internationalisation of Higher Education and the communication system, which are crucial for Higher and Tertiary Education Industry. The Qualification for Logan Business College is outcome based and is anchored on a competency and credit based qualification framework. Therefore, it stands a niche above the rest.

14. REVIEW PERIOD

The qualification shall be reviewed after every 5 years or as and when the need arises.