

BQA NCQF Qualification Template

DNCQF.FDMD.GD04

Issue No.: 01

QUALIFICATION SPECIFICATION								SECTION A
QUALIFICATION DEVELOPER		BOTHO UNIVERSITY						
TITLE		Post Graduate Diploma in Higher Education				NCQF LEVEL		8
FIELD		Education and Training		SUB-FIELD		Higher 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							120	
RATIONALE AND PURPOSE OF THE QUALIFICATION								
RATIONALE Botswana through its Vision 2036 advocates sustainable economic development and human and social development that require educators to attain the necessary skills and competencies to advance in their careers; as facilitators of teaching and learning in Higher Education (HE) and also for their personal enrichment or growth. It is to this effect that the PGDHE qualification is being developed: to achieve the vision by equipping the participants with the knowledge, skills and competencies of teaching in a higher education environment. Through the Part II of the Human Resource Development Council Act No 17 of 2013 Section 4 Subsections (g) (ii) and (h), HRDC encourages tertiary institutions to embolden research and innovation to create knowledge, develop a culture of research and development through the synergy between qualifications developed and national innovation systems. This will contribute to knowledge base economy needed to transform Botswana from a resource intensive to a knowledge based economy. Furthermore , in HRDC (2019) , Forecasts for Botswana top occupations in demand for the period 2019 to 2028 (table 3) showed that university and higher education teachers would continue to be in demand in the foreseeable future . The document stated that these university and higher education teachers need both technical and soft skills to perform well in the work places. Some of the future skills needed are –problem solving , critical thinking , creativity ,originality and initiative skills, people management, coordination ,emotional intelligenge and adaptability skills (World Economic Forum(2016, 2018). Teachers need soft skills such as analytics , leadership , communication , teamwork , discipline and entrepreneurship. It is pertinent to note here , that, the proposed Post Graduate Diploma in Higher Education(PGDHE) qualification has modules that would help equip university and higher education teachers								

with the future, technical and soft skills to carry out their duties effectively in the contemporary higher education landscape .

Post Graduate Diploma in Higher Education qualification aims to support national manpower building efforts by providing a rigorous, industry focused curriculum whose graduates have the necessary knowledge, skills and personal attributes to offer an immediate contribution to the economy. Research has shown that teacher quality is critical to student success, improving teacher quality through professional development is an important strategy for raising student achievement. The impact of having a high quality teacher can be profound. At present, various higher education institutions in the country are struggling to find adequately skilled trainers to teach various subjects in their institution. It was also mentioned that one of the barriers to development of education sector in Botswana is the lack of quality instructors (http://www.vision2016.co.bw/tempimg/media/mediac_105.pdf). This skills gap is currently being filled where affordable with the recruitment of expatriate manpower, however this model cannot be sustained indefinitely and there is an urgent need to empower Botswana citizens. The proposed PGDHE qualification will offer modules such as Pedagogies and Andragogies in Higher Education; Outcome-based Assessment ; Curriculum Design, Development and Review ; Integrating Technology into Curriculum; Context and Policy in Higher Education; and Understanding Student Diversity in Higher Education. These modules which are contemporary in nature would be useful to the 21st century higher education teachers and learners.

There is an urgent and increased need for the professionalization of the teaching roles of academics in higher education institutions in Botswana. The proposed PGDHE qualification is needed by academics who are specialists in their different disciplines but do not possess teaching qualifications. This qualification would help them strengthen their knowledge in teaching and learning at a higher education level. Through the ongoing survey that was conducted in Gaborone , Ramotswa, Molepolole and Mochudi in Botswana, there is evidence that prospective students , employers and other stakeholders in the field of education , expressed interest in the proposed qualification. The respondents indicated that the qualification would be relevant to their teaching as it would equip them with necessary skills to be reflective and practical practitioners that can be competitive both local, regional and international levels. The proposed qualification will no doubt offer higher education teachers a unique opportunity of enhancing their teaching practice in the area of adopting a more scholarly approach towards their teaching and students' learning .

The purpose of the PGDHE is to:

- Facilitate the professional development of the learners as reflective practitioners in higher education by developing their knowledge of Higher Education (HE) as a field of study.
- Build among trainees professional skills and competences to facilitate, manage and assess students' learning effectively
- Prepare trainees for accreditation as HE practitioners with the relevant regulatory bodies in Botswana.
- Provide trainees with an enhanced understanding of issues surrounding curriculum design and development; the concepts of open, distant and mobile learning and the usage of technology.
- Improve trainees' delivery, assessment and the management of learning experience and be empowered in advanced research skills and usage of educational technology to enhance their delivery in class and beyond.
- equip trainees with necessary skills to be reflective and practical practioners that can be competitive both at local, regional and international levels within the context and policy frameworks in education.

ENTRY REQUIREMENTS (including access and inclusion)

The admission requirement for this qualification is:

- Minimum entry requirement is NCQF LEVEL 7 - Bachelor Degree or equivalent.
- Applicants who do not meet the above criteria but possess relevant industry experience may be considered through Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) policies for access. This consideration will be done following guidelines of the ETP which are aligned with BQA /National Policies.

QUALIFICATION SPECIFICATION		SECTION B
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA	
After completing this qualification, the learners will be able to:		
1. Demonstrate grounded understanding of contemporary issues, theories and principles that underpin the curricular and pedagogical experiences in Higher Education.	1.1 Articulate and defend use of contemporary theories , principles , concepts in informing pedagogic and and andragogic decisions in Higher Education . 1.2 Demonstrate application of Learning models in identifying learners' learning styles and implications thereof in teaching and learning in HE.	

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	1.3 Exemplify detailed application of at least two learning models such as VARK model , David Kolb model, to identify learners' learning styles and implications thereof in teaching and learning in higher education.
2. Select appropriate technology for integration in the classroom to support the teaching and learning in and outside the classroom	2.1 Identify technologies that can be used effectively in different classroom contexts 2.2 Integrate appropriate technologies into teaching and learning
3. Design assessment instruments that appropriately capture the student level of achievement in relation to the set exit learning outcomes.	3.1 Align exit –level outcomes, contents, activities and assessment taking into consideration learners' cognitive , psychomotor and affective domain 's needs.
4. Demonstrate knowledge and understanding to address diversity of individual needs through differentiation of content and processes in the context of higher Education	4.1 Implement differentiated teaching strategies, activities and assessments. 4.2 Manage functions and processes in teaching and learning in HE.
5. Demonstrate lifelong research skills that will empower them to continually seek and apply new knowledge throughout their career	5.1 Plan and execute a mini educational research project demonstrating an understanding of the contemporary principles , concepts and processes in research methodology.
6. Implement learning , teaching and assessment strategies as informed by theory and practice on quality teaching and learning.	6.1 Develop (e)- portfolios that demonstrate the trainee teachers' professional growth. 6.2 Design lesson plans, teaching aids, teaching notes, practice teaching, prepare learner assessment instruments, and reflect on taught lessons.
7. Evaluate the leadership and management structures in HE institutions to ensure effective attainment of institutional goals and objectives	7.1 Develop mastery of professional skills higher education in management and leadership to prevent and manage crisis situations in their institutions. 7.2 Evaluate higher education institutions' leadership and management challenges, make decisions plan, manage, delegate and communicate the plans to management to ensure effective achievement of institutional goals and objectives.
8. Demonstrate knowledge and understanding of relevant research methodology in higher education through current approaches ,theory and practice .	8.1 Develop a research proposal that exemplify mastery of research methodology in Education 8.2 Conduct research in Education.

QUALIFICATION STRUCTURE			
			SECTION C
FUNDAMENTAL COMPONENT Subjects / Units / Modules /Courses	Title	Level	Credits
	Educational Foundations	8	20
	Pedagogics and Andragogics in Higher Education	8	20
	Outcome-based Assessment	9	10
CORE COMPONENT Subjects / Units / Modules /Courses	Curriculum Design, Development and Review	8	10
	Integrating technology into curriculum	7	10
	Research Methods	8	20
	Teaching Practicum	8	20
ELECTIVE COMPONENT Subjects / Units / Modules /Courses	Understanding Student Diversity in Higher Education	8	10
	Leadership and Management in Higher Education	8	10
	Context and Policy in Higher Education	8	10
Rules of combinations, Credit distribution (where applicable):			
The qualification represents All outcomes for the compulsory unit standards and all outcomes from the elective unit standards making up 120 credits. For the participating student to be awarded the qualification, the following rules apply: i. A minimum of 120 credits must be achieved as follows: a. All core unit standards constituting 110 credits should be achieved (Level 8: 110 credits) b. A minimum of one elective (level 8: 10 credits) must be achieved.			
Credit distribution:			
Level and Credits		Compulsory	Elective
Level 7:10		10	-
Level 8: 100		90	10
Level 9: 10		10	-
Total : 120 credits		110	10

ASSESSMENT & MODERATION ARRANGEMENTS

The final project (Summative assessment) is sent to an External Examiner who awards a grade out of 100%. The formative assessment (50%) and summative assessment (50%) constitutes 100% of the final marks.

Assessment and moderation shall be carried out as per ETP's policies which are aligned to BQA/National policies . The ETP will engage only BQA accredited assessors and moderators to carry out assessment and moderation.

RECOGNITION OF PRIOR LEARNING (if applicable)

Candidates may apply for recognition of prior learning whether such learning has been gained through formal study, through workplace learning, or through any other formal or informal means. Any candidate applying for recognition of prior learning (RPL) or Credit Accumulation and Transfer (CAT) will be expected to provide evidence of such learning that must be relevant, sufficient, valid, verifiable, and authentic.

In addition, the candidate may be interviewed by a member of staff or have to take a formal test, which may include a live demonstration of skills and competencies, to assess competence. Recognition of prior learning (RPL) and Credit Accumulation and Transfer (CAT) policies which are in line with BQA's RPL Policy will be used so that candidates can gain part or whole qualification through these systems.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Learning Pathway:

Vertical Articulation:

- Master in Higher Education in Teaching and Learning,
- Master in Higher Education in Quality Assurance,
- Master in Higher Education in Administration and Management
- Master in Higher Education in Leadership and Management

Horizontal Articulation:

- Post Graduate Diploma in Education
- Bachelor of Education (Honours)

Employment Pathway:

Most of the anticipated graduates will be:

- Lecturer in Higher Education
- Researchers in Education
- Policy makers in Education

QUALIFICATION AWARD AND CERTIFICATION

The learner will be awarded '**Post Graduate Diploma in Higher Education**' certificate after attaining 120 credit value as specified in the rules of combination and credit distribution. This qualification does not have exit awards. Therefore, if the candidate does not meet the prescribed minimum standards of the qualification, the learner will exit with a transcript. A certificate will be awarded upon successful completion of the qualification.

REGIONAL AND INTERNATIONAL COMPARABILITY

This Qualification was compared with various universities running similar qualification. The following universities and their qualification were taken for the comparisons:

Regionally: University of Western Cape(South Africa)

University of Johannesburg (South Africa)

Internationally: The National Institute of Education (NIE) (Singapore)

Comparability

Proposed Qualification (PGDHE) (BW)	University of Western Cape (PGDHETL) (ZA)	University of Johannesburg (PGDipHE) (ZA)	National Institute of Education(PGDHE) (SG)
Educational Foundations	Teaching and Learning	Teaching and Learning in Higher Education.	Educational Psychology
Pedagogics and Andragogics in Higher Education	Working and Learning	Curriculum Development in Higher Education	Small group Teaching
Outcome-based Assessment	Postgraduate Supervision	Assessment for Learning in Higher Education	Problem-Based learning

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Integrating technology into curriculum	Assessment	Learning with Technology in Higher Education	Curriculum Design
Research Methods	Academic Leadership and Management	Leadership in Higher Education	Critical Thinking, Problem Solving and Reflection
Teaching Practicum	Research for enhancing Teaching and Learning	Understanding Social Inclusion in Higher Education	Communication for Teaching and Learning
Understanding Student Diversity in Higher Education	Citizenship , Social Inclusion and Difference	Research Project	Planning and Designing Flexible Learning
Leadership and Management in Higher Education	- ICTs for Teaching and Learning		Clinical Education
Context and Policy in Higher Education			

Name of University (and Country)	Title of Qualification, NQF Level & Credit Value	Main Exit Outcome(s)	Domains covered and credit weighting	Assessment strategies	Qualification rules and minimum Standards for the award of the qualification	Education and Employment Pathways
University of Western Cape(South Africa)	Postgraduate Diploma in Higher Education Teaching and Learning (PGDHE TL) NCQF Level: 8 Credits: 120	1.Communicate academic understanding in writing , orally and using visual , symbolic and /or other forms of representation 2.Critically analyse and evaluate the outcomes of	Teaching and Learning Total credits: 120 Assessment Total credits:30 Computer Studies Teaching	Tests, assignments, professional seminars, course work to be examined by internal and external examiners	The required number of credits to graduate is 120 made up of 3 core modules of 90 credits, and at least 1 elective module to be chosen from 6 options . The total	This qualification articulates horizontally and vertically as follows: Horizontally with : Post graduate Diploma:Higher Education studies, at NQF Level 8 Vertically , the qualification may

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		intervention , techniques , strategies or processes in teaching and learning in higher education 3.Demonstrate knowledge and understanding of fundamental concepts and principles 4.Conduct research within the context of teaching and learning in higher education environment , including consideration of interdisciplinary aspects	Total credits: 30		credit for the elective module amounts to 30 credits. On the whole, students are expected to complete a total of 4 modules to successfully obtain this qualification.	articulate with the following qualifications : -Master of Education :Assessment :Quality Assurance :Education and Training , at NQF Level 9 -Master of Education :Education Management . at NQF Level 9
University of Johannesburg (South Africa)	Postgraduate Diploma in Higher Education (PGDipHE) NQF Level: 8 Credits: 120	1. Understand and engage with theories, methodologies and key concepts in the context of higher education. 2. Apply theoretical knowledge in a wide range of authentic higher educational and social contexts. 3. Identify, analyze, solve problems and function professionally within the Higher Education structure and domain. 4. Identify and address inclusion and	-Learning and teaching Total credits: 100 -Assessment Total credits: 40 -Curriculum Development Total credits: 20	Tests, assignments, portfolios, practical demonstrations, presentations, open book written examinations, "take-home" examinations, etc.	The qualification consists of compulsory and elective modules at NQF Level 8, totalling 120 Credits. All students are required to complete the four compulsory core modules and to choose two from a suite of four electives	This qualification articulates horizontally and vertically as follows: Horizontal Articulation: Bachelor of Education Honours at NQF Level 8. Vertical Articulation: Master of Education at NQF Level 9

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		ethical issues based on reflections and values. 5. Apply learning strategies to address ongoing professional development needs. 6. Improve higher education practice through reflection and researching own practice					
The National Institute of Education (NIE) (Singapore)	Postgraduate Diploma in Higher Education (PGDHE) Hours: 228	1. Demonstrate an understanding of the pedagogical skills needed by professional in Higher Education 2. Reflect upon key underlying educational philosophies, pedagogy and the experience to enhance their academic practice 3. develop practical teaching skills and acquire an understanding of the issues and factors which affect student learning in Higher Education 4. Organize and carry out a range of functions involving learning and assessment in various	-Learning and teaching Total hours: 192 -Assessment Total hours: 30 -Curriculum Development Total hours: 30	Action learning, dialogue, assignment, simulations, case studies, and scenarios.	Participants are required to take a total of eight modules (a total of 228 hours), consisting of six core modules (each 30 hours) and two elective modules (each 24 hours).	Not specified	

		teaching environments				
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Similarities with the University of Western Cape :
The entry requirements for both PGDHETL of the University of Western Cape and the proposed qualification are similar in that they enroll any Bachelor's Degree from a reputable institution. Both PGDHETL and PGDHE are offered on part –time bases to develop and strengthen students' knowledge in teaching , learning and research in higher education.

Differences with the University of Western Cape PGDHETL:
The University of Western Cape's qualification is called Postgraduate Diploma in Higher Education Teaching and Learning , while this qualification is known as Postgraduate Diploma in Higher Education. This qualification comprises of seven compulsory modules and one elective module to be chosen from three options,while, the PGDHETL of the University of Western Cape is made up of three compulsory modules and six electives from which students are required to take one module.

Similarities with UJ PGDipHE:
The PGDipHE from University of Johannesburg is a level 8 qualification offered on part-time basis. Both qualifications require at least a holder of a Bachelor's degree or equivalent to enroll . Both PGDipHE and PGDHE are offered through a combination of 'block' contact session and on-line environments.

Differences with UJ PGDipHE:
The PGDipHE from University of Johannesburg is offered only on part-time basis over two years, whereas the PGDHE is offered both Part and Full time.The target audiences for PGDipHE is the practicing teachers in higher education/TVET institution or have had a minimum of one year's experience in such an institution at the time of registration, whereas in PGDHE, the target audience is for practicing and those aspiring to practice in Higher Education. This difference in the target audience justifies why PGDipHE does not offer the teaching practicum and PGDHE offers it.

Similarities with NIE PGDE:
The entry requirements for both institutions are similar in that they enroll any Bachelor's Degree from a reputable institution. This requirement is aligned with all the other two institutions requirements discussed above.

Differences with NIE PGDE:
Target Audience: The PGDHE from Singapore is tailor made for student teachers in the nursing industry, hence the inclusion of a module called Clinical Education for nurses. However, the rest are still applicable to any other field.

REVIEW PERIOD
5 Years