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		Issue No.	01
		Effective Date	04/02/2020

SECTION A: QUALIFICATION DETAILS														
<b>QUALIFICATION DEVELOPER (S)</b>		University of Botswana												
<b>TITLE</b>	Bachelor of Education (Art and Design)										<b>NCQF LEVEL</b>	7		
<b>FIELD</b>	Education and Training			<b>SUB-FIELD</b>		Art and Design					<b>CREDIT VALUE</b>	480		
New Qualification				<input checked="" type="checkbox"/>		Review of Existing Qualification								
<b>SUB-FRAMEWORK</b>		General Education			<input type="checkbox"/>		TVET			<input type="checkbox"/>		Higher Education		<input checked="" type="checkbox"/>
<b>QUALIFICATION TYPE</b>	Certificate	I	II	III	IV	V	Diploma	Bachelor		<input checked="" type="checkbox"/>				
	Bachelor Honours			Post Graduate Certificate					Post Graduate Diploma					
	Masters					Doctorate/ PhD								

## RATIONALE AND PURPOSE OF THE QUALIFICATION

### RATIONALE:

The qualification aims to cater for further training of basic education art teachers. Most of the primary school teachers in Botswana are not trained in art and design while junior secondary art teachers are Diploma holders who the (MoESD) aspires to upgrade to degree level to match the global standard. Curriculum Development and Evaluation Department (2004/5,) Formative Evaluation reports have revealed that most of the primary school teachers have limited knowledge and skill in Art and Design and they have difficulties in handling the art curriculum at that level. The Art and Design programme is also essential to JC teachers who would be introduced to new components of the curriculum such as IT (computer-based art). The programme also aims to attract BGCSE and IGCSE leavers for pre-service training; to possibly be absorbed in government schools as well as the private sector. In recent years, Art and Design has been gaining momentum in various spheres of education internationally. This is reflected in Botswana's ministerial decision to include art in the school curriculum and the recently expressed demand for specialised teachers in art education. A fully fleshed B.Ed. Art and Design programme could attract international students and initiate exchange programmes. This envisaged programme intends to address the need for knowledgeable and skill-oriented practitioners to service the various facets of art education in

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Botswana and beyond.

School managers as well as other administrators in various art centres are also expected to benefit from this programme. There has been a concern from teachers that in the field they are supervised by seniors who have limited knowledge and understanding of art and art education. The Early Childhood Education (ECE) programme which has recently been introduced in primary schools will also require personnel with knowledge and skills in Art Education particularly because ECE curriculum predominantly relies on the arts for its implementation.


By aiming to produce adequately trained teachers in the field of arts, the programme takes on board government policies such as the Revised National Policy on Education (Republic of Botswana, 1994), Botswana Vision 2036 as well as the international declaration 'The Convention of the Rights of the Child.'

The RNPE states that:

Government is still committed to providing universal access to junior secondary education. However, in order to enhance the employability and the capacity for further training of junior secondary leavers, the goals and content of the programme will be revised to emphasise the pre-vocational preparation through the following: vocation orientation of academic subjects and increasing the number of practical subjects offered (Republic of Botswana, 1994, p. 73).

The qualification further follows aspirations of Botswana Vision 2036 that "... Botswana society will be Knowledgeable with relevant quality education that is outcome based, with an emphasis on technical and vocational skills as well as academic competencies (education with production)" (Republic of Botswana, 2036, p.20). The government of Botswana through Vision 2036 also emphasises that "human capital place a critical role in the development of the economy. Investment in it can be used to produce human resources that drive growth across economic sectors" ((Republic of Botswana, 2036, p. 13). Sharing the same sentiments, the National Development Plan 10 cited in ETSSP (2015-2020) outlines three components of strategic factors to drive economic growth as "economic diversification, enhancing employment, competitive and productive human resources" (p.14). It is through the provision of well-trained teachers that the above national policies can be realised. The Art and Design programme intends to contribute towards the aspiration of Vision 2036 which states that "our country will have developed an internationally competitive workforce that is productive, creative and has international exposure" (Republic of Botswana, 2036, p. 13).

The Convention on the Rights of the Child, Article 29 states that "the education of the child shall be directed to ...

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(a) The development of the child's personality, talents and mental and physical abilities to their fullest potential..."

And Article 31 echoes the same by stating that "state parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity."

Thus, art being an integral part of cultural identity is a vital ingredient to facilitate development and enable people to exercise their social and cultural rights. Nurturing talent and innovation, art education widens the chance of economic empowerment by offering diverse career opportunities in the creative industries.

The qualification prepares graduates to competently serve as Art and Design educators, managers and entrepreneurs as well as technical designers. The programme was developed and enriched to meet the international standard by aligning it to global recommendations such as the convention on the Rights of the Child which advocates the development of children's talents among others hence offering diverse career opportunities in the creative industries. The programme will be offered as an independent entity to attract Art and Design specialists at national and international levels as their core area of study.

The Human Resource Development Council (HRDC) emphasises the need to shift from resource-based economy to knowledge-based economy. The programme advocates the same as it facilitates theoretical, practical, entrepreneurship and interpersonal skills which graduates will transfer to learners, leading to a self-reliant society. Furthermore, the programme's intensions relate with mandates and all the eleven priorities of Botswana Education policy frameworks such as ETSSP (2015-2020) and NCAF (2015) mandates and priorities which include improving the quality of education and relevance of education; improving equitable access to education; improving learning outcomes; focus on life-long learning; skills development of new and alternative pathways for education; improve management of education; developing a responsive tertiary education system; improving planning and budgeting of the sector; utilisation and integration of ICT in the education system and monitoring and evaluation of the education sector. As a result, graduates of the programme will have the competency to deliver these national and international requirements which also match the 21st century era. Art and Design forms a base from which learners can branch into diverse pathways such as architects, interior designers, engineers, artists, art and design teachers, fashion designers, etc.

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## PURPOSE:

The purpose of the qualification is therefore, to provide graduates with advanced knowledge, advanced technical skills, and applied competences to:


- Apply knowledge from various art and design disciplines.
- Solve complex teaching and learning problems as well as industry and management context.
- Create curriculum with practical and theoretical activities that facilitate teamwork.
- Establish mutual support to ensure the development of social and emotional skills in learners as well as improved self-esteem.
- Apply specialised pedagogical and subject-matter knowledge from various art and design disciplines.
- Demonstrate creativity, innovativeness in curriculum development in art and design and other related areas.
- Participate in Lifelong learning in educational setups or art and design centres, locally, regionally, and internationally.

## ENTRY REQUIREMENTS (including access and inclusion)


The minimum entry requirement is:

- Certificate IV (NCQF level 4) BGCSE or equivalent.
- Access through Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) will be provided through ETP policies in line with National RPL and CAT Policies.

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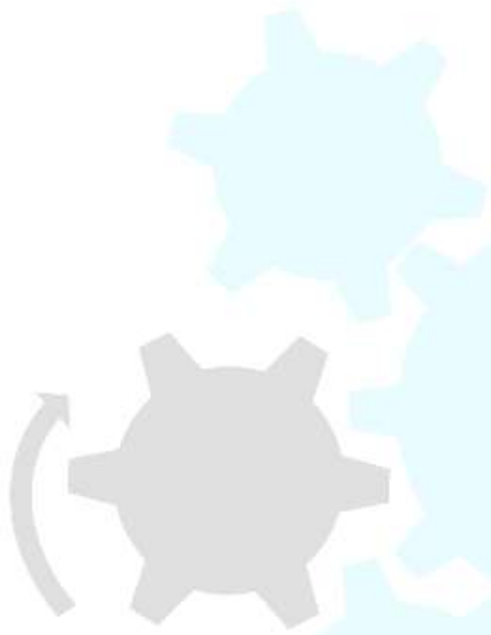
<b>SECTION B QUALIFICATION SPECIFICATION</b>	
<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>	<b>ASSESSMENT CRITERIA</b>
1: Demonstrate advanced technical problem-solving skills relating to teaching and learning processes.	<p><b>ASSESSMENT CRITERIA</b></p> <p>1.1 Analyse issues related to art and design and/or art and design education in an institution.</p> <p>1.2 Explore possible solutions to identified challenges.</p>
2: Apply specialised pedagogical and subject-matter knowledge from various art and design disciplines.	<p>2.1 Master subject matter knowledge of Art and Design when teaching students.</p> <p>2.2 Critique art and design teaching techniques, strategies, and approaches when teaching art and design.</p> <p>2.3 Execute pedagogical knowledge from various art and design disciplines to solve complex teaching and learning problems.</p>
3: Demonstrate creativity, innovativeness in curriculum development in art and design and other related areas.	<p>3.1. Design an inclusive art and design curriculum.</p>
4: Conduct specialized basic and applied Action Research in art and design education and other related areas.	<p>4.1. Identify problems in their praxis.</p> <p>4.2. Design cyclic theoretical, pedagogical, and practical research projects</p> <p>4.3. Engage critical reflection and reflexivity during research.</p>


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	<p>4.2 Write accurate, informative research reports and disseminate them.</p> <p>4.3 Design relevant interventions to solve problems.</p>
<p>5: Evaluate global issues in art and design education and other related areas.</p>	<p>5.1 Analyze case studies on global trends in education and other vocational contexts.</p> <p>5.2 Utilize 21st Century teaching and learning approaches/pedagogies in building art and design competencies.</p> <p>5.3 Build global professional partnerships and initiate international exchange programmes.</p>
<p>6: Demonstrate and determine proficiency in ICTs and their usage in teaching and learning from basic to tertiary education as well as other related professions.</p>	<p>6.1 Utilize 21st Century pedagogical strategies through blended e-learning approaches.</p> <p>6.2 Facilitate ICT skills and competences in learners through demonstration and hands-on learning.</p> <p>6.3 Implement the use of ICT for production, marketing and managing art and design enterprises.</p>
<p>7: Demonstrate specialized knowledge and understanding of the Sustainable Development Goals (SDGs) related to Education to address Botswana issues.</p>	<p>7.1 Integrate SDGs within art and design curriculum and other professional setups.</p> <p>7.2 Implement inclusive and equitable quality education and promote lifelong learning opportunities for all.</p> <p>7.3 Facilitate entrepreneurship skills by supporting learners and the community to engage in art-related businesses for income-generation.</p> <p>7.4. Practice environmentally friendly strategies that in art and design studios and workshops.</p>
<p>8: Demonstrate and engage in best Inter-disciplinarity, management and teamwork practices in an educational set up at all levels of operation, art and design centres, as well as studios.</p>	<p>8.1 Display teamwork spirit through collaborative art and design projects.</p> <p>8.2 Initiate team intervention projects in schools and the</p>



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	<p>community at large.</p> <p>8.3 Apply inter-disciplinarity through collaboration with other disciplines.</p> <p>8.4 Create conducive learning and working environments.</p> <p>8.5 Ensure health and safety in Art and Design studios and related environments.</p> <p>8.6 Manage inter/intra-personal conflicts.</p> <p>8.7 Use advanced professional management principles and decision-making for problem-solving.</p>
	<p>9: Participate in Lifelong learning in educational setups or art and design centres, locally, regionally, and internationally.</p> <p>9.1. Remain up to date with the rapidly changing educational and industrial practices.</p>
<p>10: Demonstrate Professionalism in the workplace or any level of operation.</p>	<p>10.1 Interact appropriately with people from diverse communities.</p> <p>10.2 Contribute to the advancement of the profession through research.</p> <p>10.3 Accept constructive criticism.</p> <p>10.4 Apply ethical consideration and exercise judgment and take responsibility for their actions.</p> <p>10.5 Demonstrate awareness of art and design copy-right issues by respecting others' original works while teaching</p>

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	or engaging in other professional contexts.
<p>11. Apply a range of advanced technical skills and attitudes in organizing a remedial programme.</p>	<p>11.1 Design, plan and facilitate remedial workshops in the school(s), art and design centres, as well as the communities.</p> <p>11.2 Facilitate visual literacy and dexterity through specially designed art and design practical activities.</p> <p>11.3 Facilitate independent learning at individual pace while providing necessary support.</p> <p>11.4 Guide studio assistance to ensure appropriate planning and relevant pedagogical strategies.</p>

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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total (Per Subject/ Course/ Module/ Units)
		Level [ 6 ]	Level [ 7 ]	Level [ 8 ]	
<b>FUNDAMENTAL COMPONENT</b>  <i>Subjects/ Courses/ Modules/Units</i>	Communications and Academic Literacy Skills I	12			12
	Computer Skills Fundamentals I		12		12
	Communications and Academic Literacy Skills II	12			12
	Computer Skills Fundamentals II		12		12
<b>CORE COMPONENT</b>  <i>Subjects/Courses/ Modules/Units</i>	Foundations and Critical Studies in Art Education		12		12
	Fibre Arts and Crafts and Pedagogy		12		12
	Introduction to Educational Psychology	12			12
	Gallery and Museum Education		12		12
	Technology in Art and		12		12

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	Design Education				
	Artistic Fabric Design and Pedagogy		12		12
	Print Making and Pedagogy		12		12
	Media for Experiential Learning			12	12
	Historical, Philosophical and Sociological Foundations of Education	12			12
	Arts, Culture and Education		12		12
	Health and Safety in the Art and Design Classroom		12		12
	Three-Dimensional Construction and Pedagogy			12	12
	Classroom Management Theory and Practice		12		12
	Curriculum Design in Art and Design Education			12	12
	Malleable Media Construction and Pedagogy			12	12
	Theories of Artistic Development		12		12
	Diagnostic Teaching in Basic Skills for Students with Special Needs		12		12
	Introduction to Educational	12			12

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	Research				
	Integrative Approaches to Teaching the Arts			12	12
	Teaching Guidance and Counselling in Schools and other Settings		12		12
	Instructional Materials		12		12
	Professional Practice in Art and Design Education			12	12
	Contemporary Issues and Practices in Art and Design Education			12	12
	Research Project			12	12
	Art and Design Education and Entrepreneurship			12	12
	Drama in Education		12		12
	Policy Development, Analysis, Implementation and Evaluation in Education		12		12
<b>ELECTIVE/ OPTIONAL COMPONENT</b>  <i>Subjects/Courses/ Modules/Units</i>	<b>OPTIONAL COURSES 1 (CHOOSE ANY 3)</b>				
	Teaching Physical Education in Pre and Primary Schools		12		12
	Introduction to Textiles	12			12

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	Introduction to Philosophy of Music and Fundamentals of Music	12			12
	Play and Creativity in Early Childhood		12		12
	Literacy Across the Curriculum		12		12
	Fundamental Issues in Developmental Psychology		12		12
	Theories and practice of educational leadership		12		12
	Theories and Practice of Values in Education	12			12
	Environmental Policies, Issues and Education for Sustainable Development		12		12
	Introduction to Interior Design	12			12
	Introduction to Nutrition	12			12
	Technology and Creative Sewing		12		12
	Foundations of Food Preparation	12			12
	Listening, Composing and Performing		12		12
	Human Growth and Development		12		12


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	Introduction to Educational Planning	12			12
	Teaching number system in the primary school		12		12
	<b>OPTIONAL COURSES 2 (CHOOSE ANY 3)</b>				
	Apparel Production Processes		12		12
	Practical Theatre		12		12
	Introduction to Ethnomusicology	12			12
	Learning Experiences and Material Development		12		12
	Infusing Environment Education in the Curriculum		12		12
	Strategic Planning & Leadership in Education		12		12
	Teaching Methods in Music Education		12		12
	Instructional Materials		12		12
	Nutrition in the Lifespan		12		12
	Action Research		12		12
	Leadership Styles & Organisational Behaviour		12		12
	<b>OPTIONAL COURSES 3</b>				

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	<b>(CHOOSE ANY 3)</b>				
	Basic Instrumental skill	<b>12</b>			<b>12</b>
	Environmental Conservation Strategies I		<b>12</b>		<b>12</b>
	Track and Field Athletics		<b>12</b>		<b>12</b>
	Movement and Creative Dance Technique		<b>12</b>		<b>12</b>
	Fashion, Culture and Society		<b>12</b>		<b>12</b>
	Curriculum and Instructional Methods for Students with Mild to moderate Retardation		<b>12</b>		<b>12</b>
	Career Education for Students with Learning Difficulties		<b>12</b>		<b>12</b>
	Contemporary Issues in Educational Management		<b>12</b>		<b>12</b>
	Movement in Music Education		<b>12</b>		<b>12</b>
	Prevention and Care of Sports Injuries Experiences for Young Children		<b>12</b>		<b>12</b>
	Motor Development and Movement		<b>12</b>		<b>12</b>
			<b>12</b>		<b>12</b>
	Tailoring Techniques		<b>12</b>		<b>12</b>




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	Gymnastics and Body Management Skills		<b>12</b>		<b>12</b>
	Adapted Physical Education 1		<b>12</b>		<b>12</b>

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### **SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL**

#### **TOTAL CREDITS PER NCQF LEVEL**

<b>NCQF Level</b>	<b>Credit Value</b>
<b>Level 6</b>	<b>60 (Fundamental and core component)</b>
<b>Level 7</b>	<b>204 (Fundamental and Core Component)</b>
<b>Level 8</b>	<b>108 (Fundamental and Core Component)</b>
<b>Level 6 and 7</b>	<b>108 (Optional Component)</b>
<b>TOTAL CREDITS</b>	<b>480</b>

#### **Rules of Combination:**


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

To graduate from Bachelor of Art and Design Education Qualification a student must achieve the following:

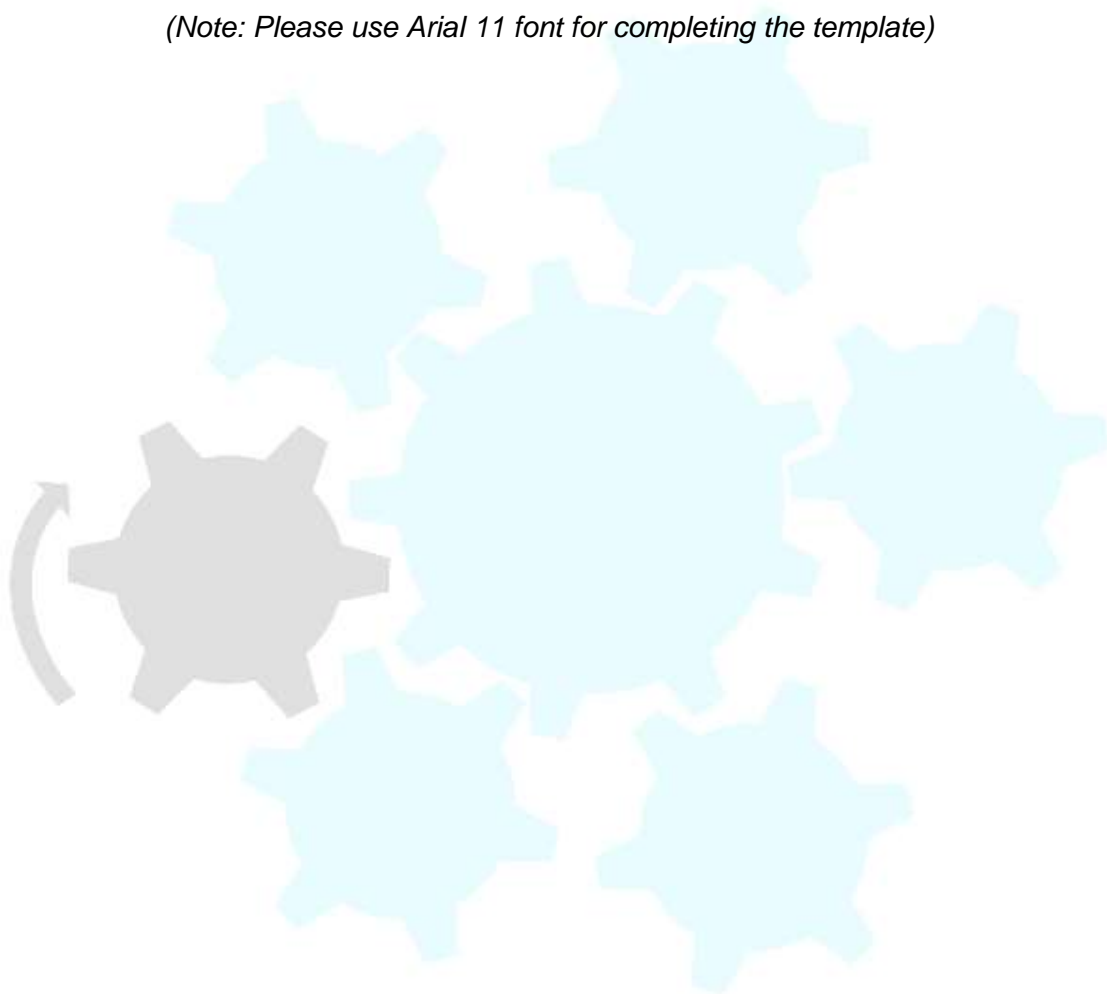
Fundamental Courses	=	4 x 12 =	48 credits
Core Courses	=	27 x 12 =	324 credits
Optional Courses	=	9 x 12 =	108 credits


**TOTAL CREDITS = 480**

**Prospective graduates will choose any 3 optional courses from Optional Courses 1,2 and 3 respectively.**

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### **ASSESSMENT ARRANGEMENTS**

Formative and summative assessments will be used.

Formative assessment (Contributes more to final grade)

It will include continuous assessment that will contribute more to the final grade. Integrated assessment procedures will ensure that the purpose of the qualification is achieved.

Summative assessment (Contributes less than Formative Assessment)

There shall be a dissertation to be submitted at the end of the research. The dissertation shall contribute to the final grade. Assessment of the dissertation will be in accordance with respective ETP's regulations and procedures.

Assessors must be BQA registered and accredited.

### **MODERATION ARRANGEMENTS**

Internal Moderation Arrangements

Pre-moderation is done by relevant internal structures. Quality assurance of the assessment instruments is conducted prior to administration. There will also be external moderation. Moderators must be BQA registered and accredited

### **RECOGNITION OF PRIOR LEARNING**


There shall be an award of the qualification using Institutional RPL Policy in line with the National RPL Policy.

### **CREDIT ACCUMULATION AND TRANSFER**

There shall be access and award of credits of the qualification using Institutional Credit Accumulation and Transfer (CAT) Policy in line with the National CAT Policy.

### **PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)**

Horizontal Articulation:

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- Bachelor of Media Studies (BMS).
- Bachelor of Fine Arts (Theatre Studies).
- Bachelor of Design
- Bachelor of Architecture and Planning
- Bachelor of Family and Consumer Sciences

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

- Master of Education (Art and Design);
- Master of Arts (Art and Design);
- Master of Arts (Interior Design);
- Master of Arts (Fashion Design).
- Master of Science (Art Therapy)
- Master of Arts (Graphic Design)
- Master of Arts (Media Studies)

Graduates with this qualification can be employed as:

- Education Researchers
- Practical subjects Education Officers
- Art Therapists
- Illustrators
- Art and design critiques
- Art and Design authors/editors
- Graphic designers
- Interior designers
- Curators

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### **QUALIFICATION AWARD AND CERTIFICATION**

#### **QUALIFICATION AWARD:**

To be awarded a Bachelor of Art and Design Education degree, a student must achieve a minimum of 480.

#### **CERTIFICATION:**

The graduate will be awarded a Bachelor's Degree in Art and Design Education upon successful completion of the Qualification.


### **REGIONAL AND INTERNATIONAL COMPARABILITY**

Benchmarking was undertaken through research and consultation from two universities in the region (University of Zimbabwe and University of Witwatersrand) and one international University (University of Plymouth).

The University of Botswana (UB) Bachelor of Education Art and Design title and model differ from that of Zimbabwe and Witwatersrand universities since it was designed for specialists in the area. Zimbabwe and Witwatersrand universities' qualifications do not specifically bear Art and Design Education title. The Zimbabwe qualification's title; Bachelor of Teacher Education (Practical Subjects) is used as an umbrella for all the practical subjects included in the qualification. On the other hand, the Witwatersrand university education degree is in two phases with titles (Bachelor of Education in Intermediate Phase Teaching and Bachelor of Education in Senior Phase) designed as umbrellas to all the primary school courses. Like with UB, Plymouth University qualification title (Bachelor of Education (Hons) Primary Art and Design (KS1/KS2 with QTS) bears Art and Design Education as the qualification specifically enrolls specialists in the area.

Zimbabwe like UB has designed one qualification which caters for both primary and secondary teachers as well as education officers/practitioners. This contrast Witwatersrand and Plymouth University qualifications which are in two phases separating the two (primary and secondary). Unlike the university of Zimbabwe which runs for two years and enrolling only in-service teachers with Diploma, UB's qualification is designed for four years and targeting both pre and in-service teachers, similarly to that of Witwatersrand and Plymouth.




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Despite, similarities in duration of study, the qualification awards for the three universities (Witwatersrand, Plymouth, UB) differ; Plymouth awards honours degree whereas; Witwatersrand and UB's qualification is an ordinary degree award. Students in Plymouth are required to have accumulated 360 credits in four years for them to graduate with honours degree, UB 480 and Witwatersrand 432. The University of Plymouth however, awards its ordinary degree qualification at 3 years with the total credits of 320. The credit value for Zimbabwe unlike with the other three universities is not stated. Like Plymouth, Zimbabwe NQF level is not specified. Nevertheless, students are required to accumulate 240 units as the university rates their courses in units differing with the three universities which use credits for their qualifications. Despite difference in credit value, Witwatersrand NQF level is similar to that of UB which is 7.

Although the qualification was meant to prepare educationists, the University of Zimbabwe emphasizes the practical component allocating only one module to the pedagogical aspect contrary to that of UB which balances the two to comprehensively prepare students in theory, practical and the professional aspect. On the other hand, Witwatersrand University puts more weight on General Education Courses (GECs) which exclude art and design education. Students take GECs for the first two years of their study and art and design education comes as an optional subject at third and fourth year. Thus, students could be graduating with limited knowledge and skills in the area.

Although Plymouth students spend one year engaged in General Education Courses (GEC) and starting their specialization from 2nd year, it is convincing that they are exposed to a comprehensive art and design education content; taking into consideration that students are required to have attained a minimum of 80 tariff points in the respective subject specialism pathways when admitted to the university. This practice ensures that the candidates who enroll in the university have foundation in each specialization opted for; qualifying them to specialize at second year level. This mode applies only to Bachelor of Education (Hons) Art and Design (Primary). Qualification for Secondary school teachers in Plymouth University include three years of Bachelor of Fine Arts (Hons) and one year Post Graduate Certificate in Education (PGCE) Secondary whereby students are required to be on placement for 17 weeks to prepare them for teaching. Students who hold Bachelor of Fine Arts (Hons) and interested in Primary school teaching are also given an opportunity to study Post Graduate Certificate in Education (PGCE) Primary to prepare for classroom practice and they follow the same system of 17 weeks placement in primary schools.

Unlike Plymouth University which starts at year two, UB's Bachelor of Education Art and Design qualification starts at first year since it does require any pre-requisite at level one entry. Thus, the reason for starting the specialization at first year level is to provide more time for prospective students especially from Botswana, as they tend to lack background in art and design. Given four years of specialization will allow students the

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opportunity to gain theoretical, practical and pedagogical competencies in various art and design disciplines throughout those years unlike the University of Plymouth secondary education degree which gives focus on practical activities with limitation to pedagogical aspect. The same applies to Plymouth primary education students who follow the secondary education mode of training.

The methods of teaching (theory, practical projects, and internship/attachment) and assessment modalities (coursework, examination and internship/teaching practice) for all the three benchmarked universities are almost similar to that of UB qualification. However, UB and Plymouth include dissertations as part of students learning to help them develop research skills that can be employed to solve art and design problems. Employment pathways are also almost similar especially that students are prepared to work in the art and design education sectors and other related professions.

#### **REVIEW PERIOD**

**Every 5 years.**

*(Note: Please use Arial 11 font for completing the template)*