
	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

✓ SECTION A:														QUALIFICATION DETAILS									
QUALIFICATION DEVELOPER (S)						University of Botswana																	
TITLE				Doctor of Philosophy in Education (History Education)										NCQF LEVEL				10					
FIELD				Education and Training				SUB-FIELD				History Education				CREDIT VALUE				360			
New Qualification								✓		Review of Existing Qualification													
SUB-FRAMEWORK				General Education						TVET						Higher Education				✓			
QUALIFICATION TYPE		Certificate		I		II		III		IV		V		Diploma		Bachelor							
		Bachelor Honours						Post Graduate Certificate								Post Graduate Diploma							
		Masters								Doctorate/ PhD								✓					
RATIONALE AND PURPOSE OF THE QUALIFICATION																							
<p>RATIONALE:</p> <p>The Doctor of Philosophy in Education (History Education) qualification is relevant to academic policies, national, regional, and global policies. National policies include Vision 2036 (Pillar 2: Human and Social Development) on education and skills development and the Botswana Education and Training Sector Strategic Plan that emphasize the need for the creation of an educated and informed nation to take advantage of opportunities as they emerge. The qualification is also relevant to NDP 11, on manpower development. At regional and international levels, the qualification is relevant to SADC Protocol on Education and Training and the UNESCO Education 2030, linked to the Incheon Declaration and Framework for Action to promote the implementation of Sustainable Development Goals (on skills and competences for relevant quality education and other SDGs enhancing quality and relevant education. Furthermore, the qualification espouses the ideals of Africa Agenda 2063 (Aspiration 1: A prosperous Africa based on inclusive growth and sustainable development), which is The Africa We Want, on enhancing socio-economic transformation for sustainable development and growth.</p>																							

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PURPOSE:


The purpose of the qualification is to produce graduates who have most advanced knowledge, highest level of specialized skills, and competencies to:

- Display highest level of intellectual independence and analytical skills in the development of critical and systematic arguments and discussions supported by evidence.
- Demonstrate the ability to conduct independent research and training in the field of History Education and to report the findings in a scholarly way.
- Act as academic leaders, experts and consultants in the field of History Education.
- Demonstrate a sustained commitment to development of new ideas, insights and processes through research and high-level reflective practice in History Education.


ENTRY REQUIREMENTS (including access and inclusion)

Minimum entry requirements:

- Master's Degree in the same or a cognate field of study.
- There is provision for entry through Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) in line with institutional and national policies.

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SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
<p>1.0 Exhibit highest level of specialised skills to conduct high quality and academic research for the advancement of knowledge on History Education field.</p> 	<p>1.1 Use appropriate research techniques to collect, organize, analyse, and critically evaluate information from primary and secondary sources in a reflective and adaptable manner.</p> <p>1.2 Relate research knowledge, skills, and competences to History Education contexts.</p> <p>1.3 Justify claims and conclusions with appropriate evidence and argument through research skills and knowledge creation.</p> <p>1.4 Evaluate appropriate theoretical and methodological frameworks in History Education.</p>
<p>2.0 Demonstrate most advanced knowledge and the ability to generate, evaluate and analyse new knowledge, theoretical insights, and innovations in the History Education field.</p>	<p>2.1 Synthesise accounts of complex scholarly work in History Education.</p> <p>2.2 Assess theoretical positions and proffered solutions to educational problems.</p>
<p>3.0 Provide most advanced educational leadership to produce graduates with skills to cope with a variety of situations and offer viable solutions.</p>	<p>3.1. Determine evidence for engagement with the wider field of relevant educational and research literature and</p> <p>3.2. Communicate relevant educational and research literature in written and/or oral form.</p> <p>3.3. Manage educational contradictions and make History Education value commitments.</p> <p>3.4. Display the responsibility, self-reflexivity, and adaptability as an educational leader.</p> <p>3.5 Facilitate discussion on complex specialised field issues in an informed and visionary manner.</p>
<p>4.0 Apply most advanced knowledge and highest level of specialized skills in practice in the field of History Education.</p>	<p>4.1 Evaluate critically own and others' work in history education.</p> <p>4.2 Promote field-based learning, systems-oriented approach to History Education and interdisciplinarity in curriculum orientation.</p> <p>4.3 Interact and engage in debate with learning or professional groups in History Education.</p>

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	4.4 Analyse issues, tensions, and contradictions in response to an educational crisis.

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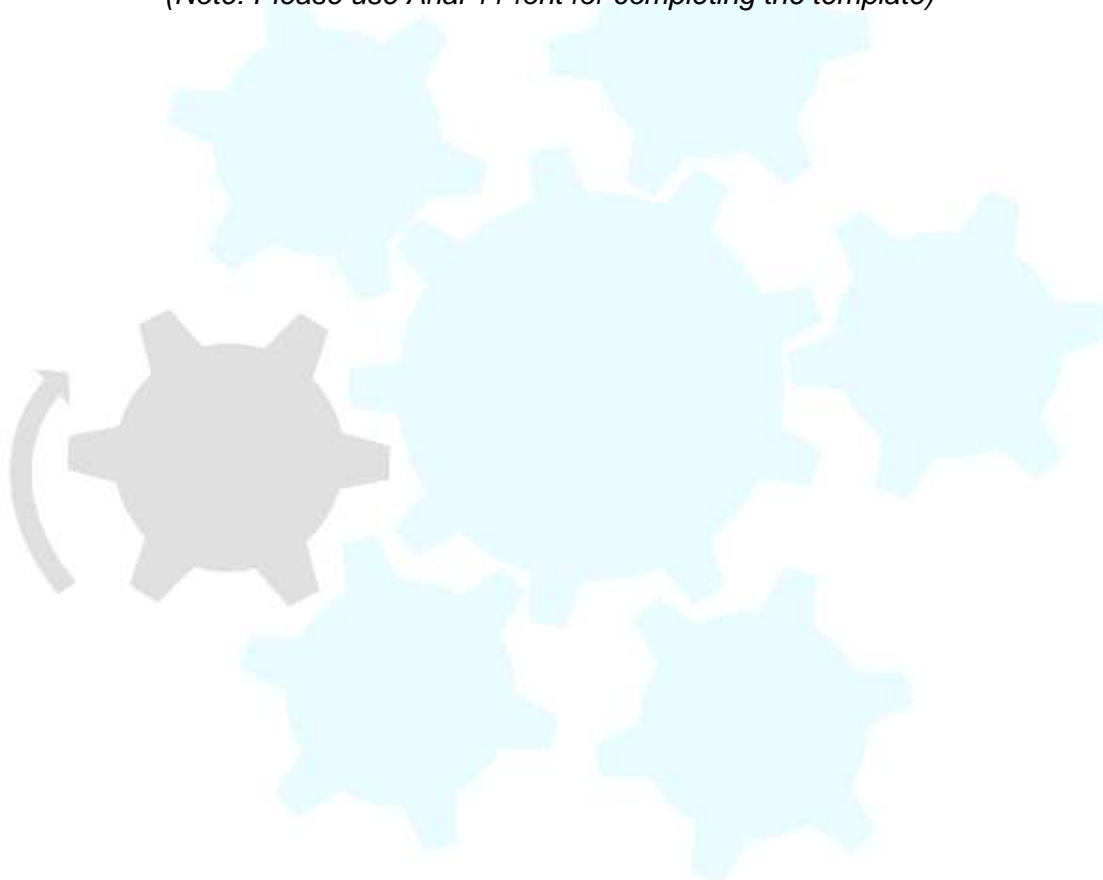
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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total (Per Subject/ Course/ Module/ Units)
		Level []	Level []	Level []	
FUNDAMENTAL COMPONENT <i>MPhil Proposal</i>					
	<i>History Education</i>				
	Supervised Research proposal in History Education (MPhil)	10			180
CORE COMPONENT <i>PhD Thesis</i>	History Education				
	Supervised Research and Thesis in History Education	10			180
ELECTIVE/ OPTIONAL COMPONENT <i>Subjects/Courses/ Modules/Units</i>	The qualification does not have the course work and Elective component. It is supervised thesis only				

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
Level 10	360
TOTAL CREDITS	360
Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification)	
<p>The normal duration of this qualification shall be in accordance with General Regulations Specific for Doctor of Philosophy qualifications</p> <ul style="list-style-type: none"> A minimum of 3 to a maximum of 6 years on a full-time basis A minimum of 4 to a maximum of 8 years on a part time basis <p>The normal workload for a Doctor of Philosophy in History Education shall be 360 credits.</p> <p>Proposal – 180 credits</p> <p>Dissertation – 180 credits</p> <p>Total = 360 credits</p> <p>The qualification shall consist of a supervised research proposal and a supervised thesis around which candidates would explore areas of interest relevant to specialisation in education.</p>	

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ASSESSMENT ARRANGEMENTS

- Assessment will include both formative (continuous) and summative (final) activities
- Formative assessment will contribute 50%
- Summative assessment will constitute the other 50%
- Assessment shall be carried out by both internal and external examiners

MODERATION ARRANGEMENTS

- There shall be both internal and external moderators in accordance with institutional policies aligned with institutional and national policies.
- Moderators shall be Accredited and Registered with BQA

RECOGNITION OF PRIOR LEARNING

This qualification is designed to allow award through RPL, in accordance with Institutional and National RPL policy.

CREDIT ACCUMULATION AND TRANSFER

This qualification is designed to allow award through CAT, in accordance with Institutional and National CAT policy.


PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Horizontal Pathways

- PhD in History Education field
- PhD in History cognitive field

Vertical Pathways

- Not applicable

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Employment pathways

- Teaching scholar
- Research scholar
- Teaching and research scholar
- Professional scholar
- Consultant
- Education practitioner

QUALIFICATION AWARD AND CERTIFICATION

Qualification Award

To be awarded the Doctor of Philosophy in Education (History Education) qualification, a candidate is required to achieve a minimum of 360 credits.

Certification Award

Candidates meeting prescribed requirements will be awarded **Doctor of Philosophy in Education (History Education)** and will be issued a certificate and an official transcript.

REGIONAL AND INTERNATIONAL COMPARABILITY

This qualification compares well with those from Auburn University, University of Pretoria, and Stanford University.


All the three universities' PhD qualifications are similar in that,

- Their minimum completion period is 4 years.
- Their final assessment is mainly thesis and oral examination.
- Candidates are required to take coursework.

What sets them apart is that:

Their minimum credits are different. That of Stanford University is a minimum of 90 credits, University of Pretoria is 360 credit points and that of Urban is not specified but candidates are required to take courses that weigh at least 60hrs each per semester.

The proposed qualification is like that of the University of Pretoria in level, credit points and final assessment

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for the award of the certificate.

The Doctor of Philosophy in Education (History Education) qualification compares well with the three programmes from Auburn University, University of Pretoria, and Stanford University in terms of related qualification titles and assessment procedure, particularly the oral examination. The types of degrees offered at both Auburn and Stanford universities are specifically in History Education while that of the Doctor of Philosophy in Education (History Education) qualification and the University of Pretoria specialized fields are within broader PhD programmes. That is UB and University of Pretoria offer History Education as one of the concentrations in their broader PhD in Education programmes. Both the University of Pretoria and Botswana programmes are 360 credit points, while the US universities calculate semester hours differently and they appear to be lower while the rigour appear to be of the required PhD standard. The University of Pretoria's coursework does not contribute towards the award of PhD while both Stanford and Auburn University qualifications have mandatory coursework which contribute to the final qualification.

Coursework from the US universities include content, research and pedagogies meant to enable the candidates to conduct high quality research. All the programmes lead to an award of a PhD in Education with research focus on History Education. All the compared qualifications are similar in their mandatory oral examinations.

REVIEW PERIOD

The qualification will be reviewed every 5 years.