	<b>BQA NCQF QUALIFICATION TEMPLATE</b>	Document No.	DNCQF.QIDD.GD02
		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 (Primary Education)										<b>NCQF LEVEL</b>	7		
<b>FIELD</b>	Education and Training		<b>SUB-FIELD</b>		Primary Education					<b>CREDIT VALUE</b>	520			
New Qualification					✓		Review of Existing Qualification							
<b>SUB-FRAMEWORK</b>		General Education					TVET					Higher Education		✓
<b>QUALIFICATION TYPE</b>	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

### RATIONALE:

The Bachelor of Education (Primary Education) qualification is designed for both pre-service and in-service students with specializations in English, Setswana, Mathematics, Science and Social Studies. It is aligned to policy directions regarding re-tooling and re-skilling in-service teachers as well as preparing fresh entrants into the profession to meet new demands of education in a global world.

Reference is made to the Revised National Policy on Education (RNPE, 1994, p.59) regarding two key issues:

- The need for a “new kind” of primary school teacher – one who could meet the challenges of teaching classes of mixed ability learners using English as a medium of instruction. Automatic promotion meant that such learners would proceed to secondary school regardless of their performance in the Primary School Leaving Examination (PSLE). The implication was that the PSLE lost its traditional role of serving as a basis for admission into secondary school. Instead, its role had changed to that of diagnosing students’ weaknesses with a view to assisting the teaching and learning processes at secondary school; and the new role of the teacher

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

was the ‘broadening of learners’ knowledge rather than preparing children to pass examinations for the next level’ (Republic of Botswana, 1993, p.107). There have also been calls for instructional approaches that move away from rote learning towards enhancing understanding; approaches often referred to as arising from the above was a need for learner-centered (Republic of Botswana, 1994) approaches in the classrooms.

More recently the quest for a new kind of teacher continues due to:

- New challenges pertaining to low pass rates in Mathematics, Language, and Science (BEC, 2014).
- Primary school children are underperforming in the two core skills of formal schooling of literacy and numeracy; according to comparative studies, namely, Trends in International Mathematics and Science Study (TIMSS), the Progress in International Reading Literacy Study (PIRLS), and the Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ).
- In line with ETSSP 2015-2020 and NCAF (2015), the qualification responds to a need to equip learners with 21<sup>st</sup> century skills.
- Program reviews undertaken in 2015 by reviewers from UK, USA, and Zimbabwe (Tlou, 2015; Mamvuto, 2015; Siraj, 2015; Bush, 2015; Mtetwa, 2015) recommended a concurrent pre-service and in-service program. The *pre-service component* is premised on the need for quality teacher education programs. NCAF acknowledges that successful education systems around the world rely on teacher quality as one of the most effective determinants of quality education, and advocates for new roles and responsibilities for teachers in their classrooms and schools (Republic of Botswana, 2015a).


The *in-service component* contributes to the continuing professional development (CPD) of serving teachers and to the commitment of the Ministry of Basic Education to upgrade serving teachers with 21<sup>st</sup> century approaches to teaching and learning.

- There is recognition of the importance of new global perspectives on classroom teaching and learning grounded in the principles of lifelong learning and learning to learn including ICTs (NCAF, 2015).

#### **PURPOSE:**

The purpose of the qualification is to produce graduates who, upon completion, should;

- Competently apply 21<sup>st</sup> century teaching and learning approaches
- Effectively assess learning

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


- Conduct action research in areas of specialization
- Pursue continuous professional development
- Be eligible to register with professional regulatory bodies
- Demonstrate understanding of effective pedagogical practices in primary education
- Apply problem solving skills in the different areas of specializations of primary education

#### ***ENTRY REQUIREMENTS (including access and inclusion)***


The following requirements shall apply:

1. Certificate IV, NCQF Level 4 (BGCSE or equivalent )
2. Entry application through recognition of prior learning (RPL) and credit accumulation and Transfer (CAT) is allowable through Institutional policies in line with the National RPL & CAT policies.


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

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

<b>SECTION B QUALIFICATION SPECIFICATION</b>	
<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>	<b>ASSESSMENT CRITERIA</b>
<b>LO 1.</b> Apply problem-solving skills to teaching and learning processes	AC1.1 Identify and articulate teaching and learning problems AC1.2 Analyse complex teaching and learning problems efficiently and effectively AC1.3. Solve complex teaching and learning problem effectively and efficiently
<b>LO 2.</b> Apply pedagogical and subject-matter knowledge in core subject areas	AC2.1 Demonstrate mastery of subject matter knowledge AC2.2 Critique teaching techniques, strategies, and approaches AC2.3 Apply knowledge from various disciplines to solve complex teaching and learning problems
<b>LO 3.</b> Design curriculum in core subject areas	AC3.1 Demonstrate creativity and innovativeness in curriculum development and implementation AC3.2 Demonstrate skills and competences in designing a curriculum.
<b>LO 4.</b> Conduct action Research in core subject areas	AC4.1 Identify a learning/teaching problem AC4.2 Collect and analyse data AC4.3 Write and present a report AC4.4 Apply an intervention to solve the problem

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


<b>LO 5.</b> Evaluate global issues in education	AC5.1 Identify global/ local issues AC5.2. Analyse case studies on global trends in education AC5.3 Utilize 21 <sup>st</sup> Century teaching and learning approaches/pedagogies.
<b>LO 6.</b> Demonstrate proficiency in ICTs and their usage in teaching and learning at primary school level	AC6.1 Develop ICT skills and competences in learners AC6.2 Infuse ICTs in teaching and learning AC6.3 Utilize blended e-learning approaches in teaching and learning
<b>LO7.</b> Assess the relevance of SDGs for Botswana's education system	AC7.1 Sustain best practices in teaching and learning AC7.2 Demonstrate critical awareness of the impact of education on the socio-cultural, economic, and geo-political environments AC7.3 Identify knowledge, issues, perspectives, skills and values relating to sustainable development.
<b>LO 8.</b> Develop Inter-disciplinarity and teamwork at school, regional and national levels.	AC8.1 Appraise the significance of team spirit/team work AC8.2 Develop collaborative skills through group work AC8.3 Apply inter-disciplinarity through project work
<b>LO 9.</b> Participate in Lifelong learning at school, regional and national levels	AC 9.1 Demonstrate competency to engage in lifelong and independent learning AC 9.1 Develop and organize school and community-based workshops/seminars. AC 9.2 Conduct school based and regional workshops
<b>LO 10.</b> Demonstrate Professionalism in the work place	AC 10.1 Interact appropriately with people from diverse communities

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

	AC 10.3 Contribute to the advancement of the profession through research AC 10.5 Apply ethical consideration and exercise judgment, and take responsibility for their actions
LO 11. Develop best classroom management practices	AC 11.1 Create conducive learning environments AC 11.2 Initiate and encourage improvement in learner performance. AC 11.3 Manage inter/intra-personal conflicts AC 11.4 Use advanced knowledge and understanding of classroom management principles and decision-making.
LO 12. Develop knowledge, skills and attitudes in organizing a remedial program	AC 12.1 Design, plan, and facilitate remedial workshops in the school(s)/region. AC 12.2 Conduct remedial lessons AC 12.3 Improve school attendance and learner retention in schools AC 12.4 Improve quality of education through addressing shortcomings in literacy and numeracy.


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

SECTION C		QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level				Total (Per Subject/ Course/ Module/ Units)
		Level [ 5 ]	Level [ 6 ]	Level [ 7 ]	Level [ 8 ]	
<b>FUNDAMENTAL COMPONENT</b> <i>Subjects/ Courses/ Modules/Units</i>	Communication and Academic literacy Skills	5				20
	Computer Skills Fundamentals	5				20
<b>CORE COMPONENT</b> <i>Subjects/Courses/ Modules/Units</i>	Historical, Philosophical and Sociological Foundations of Education		6			10
	Characteristics of Human language			7		10
	Introductory Biology and Earth Science For Primary Teachers		6			10
	Foundations of Mathematics			7		20
	Writing in English		6			10
	Introduction to Chemistry and Physics		6			10
	Indigenous People and their Environment		6			10


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

	Literacy across the Curriculum			7		10
	Introduction to Educational Psychology	5				10
	Introduction to Numeracy and Science for Teachers		6			10
	Project-Based Learning and Teaching			7		10
	Strategies for Teaching Numeracy and Science in Schools			7		10
	Practitioner Research			7		10
	Strategies for Teaching Literacy in Schools			7		10
	Managing Education for Sustainable Development			7		10
	Human Growth and Development			7		10
	Assessment in Primary Schools			7		10
	Organizing & implementing Remedial programs in schools			7		10
	Information and Communication Technology Application in Schools			7		10
	Conducting Remedial Teaching in Schools			7		10




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


	Introduction to Educational Research	6			10
	Instructional Materials		7		10
	Education for Children with Attention Deficit Hyper Disorder		7		10
	Infusing Environmental Education in the Curriculum		7		10
	<b>TEACHING PRACTICE</b>		7		<b>60</b>
	<b>English</b>				
	The Pronunciation of English	6			10
	Strategies in Teaching Literacy in Schools*		7		10
	English Linguistics	6			10
	Poetry of Southern Africa		7		10
	The Structure of the Sentence		7		10
	Theory and Practice of Second Language Teaching		7		10
	Modern English Grammar		7		10
	Usage in English		7		10
	Literature in Primary Schools		7		10
	Introduction to Reading	6			10

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


	Process				
	Breakthrough to literacy		7		10
	Teaching Reading in the Primary School		7		10
	<b>Setswana</b>				
	Introduction to African Oral and Written Literature	6			10
	Strategies in Teaching Literacy in Schools		7		10
	The Study of Drama	6			10
	Introduction to Reading Process	6			10
	The Structure of Words in African Languages		7		10
	Theory and Practice of Second language Teaching		7		10
	Breakthrough to Literacy		7		10
	Sound Systems in African Language		7		10
	The Structure of the Sentence		7		10
	African Oral Narratives		7		10
	Literature in Primary Schools		7		10
	Teaching Reading in the		7		10

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


	Primary school						
	<b>Mathematics</b>						
	Introductory to Mathematics			6		20	
	Mathematical Applications for Teachers				7	10	
	Teaching Methods for Mathematics in Primary Schools				7	10	
	Teaching Number System in the Primary schools				7	10	
	Introductory Set and Number Theory			6		10	
	Calculus					8	20
	Geometry for Primary School Teachers				7	10	
	Teaching School Mathematics				7	10	
	Teaching Algebra in Schools				7	10	
	The Use of Technology in Teaching Primary Mathematics				7	10	
		<b>Science (Choose one of the Science Courses. Mathematics is Compulsory)</b>					
	Introductory to Mathematics			6			20
	Geometrical Optics and Mechanics			6			10

 <b>BOTSWANA</b> Qualifications Authority	<b>BQA NCQF QUALIFICATION TEMPLATE</b>	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020


	General Chemistry		6			20
	Principles of Biology			7		20
	Electricity, Magnetism and Elements of Modern Physics			7		10
	Diversity of Animals and Plants			7		10
	Methods of Teaching Basic Science			7		10
	Properties of Matter, Basic Thermodynamics and Introduction to Nuclear Physics			7		10
	Introduction to Analytical Chemistry & Analytical Chem Lab			7		10
	Mammalian Physiology			7		10
	Games and Science Teaching Strategies			7		10
	Biology of Flowering Plants			7		10
	Structure and Survey of Functional Groups & Organic Chem lab			7		10
	Mechanics, Vibrations and Waves. Physical Optics & Physics Practicals			7		10
	Advanced electricity and Magnetism				8	10

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


	Atomic Structure Bonding and Main Group			7		10
	Principles of Ecology			7		10
	Current issues in Science Education			7		10
	Practical work in Science Teaching			7		10
	General Microbiology		6			10
	Introductory to physical chemistry		6			10
	Basic Electronics		6			10
	<b>Social Studies</b>					
	Introduction to Social Studies		6			10
	Theories and Practice of Values in Education			7		10
	Social Studies and Curriculum Development			7		10
	Teaching Social Studies in Primary Schools			7		10
	History of Christian Thought		6			10
	Culture and Citizenship Education The Role of			7		10
	Theory of Religious Education		6			10

 <b>BOTSWANA</b> Qualifications Authority	<b>BQA NCQF QUALIFICATION TEMPLATE</b>	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

	Social Studies and Pedagogy		7		10
	Democracy in the Teaching of Social Studies		7		10
	Contemporary Issues in Teaching Social Studies		7		10
	Curriculum Design in Moral Education		7		10
	International Organizations and Governance			8	10
	<b>OPTIONAL (Choose any ONE Optional course from the following)</b>				
<b>ELECTIVE/ OPTIONAL COMPONENT</b>  <i>Subjects/Courses/ Modules/Units</i>  <b>NB// Choose five Elective/Optional Courses</b>	Counseling over a Life Span		6		10
	Foundations of Early Childhood Education		6		10
	Foundations of Environmental Education		6		10
	Introduction to Philosophy of Music Education and Fundamentals of Music		6		10
	<b>OPTIONAL (Choose any ONE Optional course from the following)</b>				
	Introduction to Education for Sustainable Development		6		10


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

	Listening, Composing, and Performing		<b>6</b>			10
	Organization and Administration of Physical Education and Sports		<b>6</b>			10
	Practical Art, Craft and Design Skills for the Classroom Teacher		<b>6</b>			10
	<b>OPTIONAL (Choose any ONE Optional course from the following)</b>					
	Multicultural Counseling			7		10
	Appropriate Art, Craft and Design Methods and Materials for School			7		10
	Introduction to Ethnomusicology Education			<b>7</b>		10
	Pre-Natal and Early Childhood Education			7		10
	Motor Learning and Human Performance			7		10
	Introduction to Numeracy and Science for Teachers			<b>7</b>		10
	Infusing Environmental Education in the Curriculum			7		10
	<b>OPTIONAL (Choose any ONE Optional course from the following)</b>					
	Teaching Guidance and			7		10

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


	Counseling in Schools and Other Settings				
	Curriculum, Development in Early Childhood Education		7		10
	Evaluation and Monitoring in Environmental Education		7		10
	Instructional Materials		7		10
	Teaching Methods in Music Education		7		10
	Teaching PE in Pre-Primary and Primary schools		7		10
	Substance Abuse Counseling		7		10
	Management of Early Childhood Programs		7		10
	Environmental Conservation Strategies I		7		10
	Adapted Physical Education		7		10
	Advanced Concepts in Biology and Earth Science		7		10
	Teaching Algebra in schools		7		10
	<b>OPTIONAL (Choose any ONE Optional course from the following)</b>				
	Consultation in Schools and Community Settings		7		10
	Environmental Multilateral Agreements in Conservation		7		10




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

	Education				
	Theory of Moral Education		7		10
	Contemporary Issues in Art Education		7		10
	Movement in Music		7		10
	Scientific Basis of Coaching and Officiating		7		10
	<b>Total (Optional/Electives) (5 x10)</b>				<b>50</b>
	<b>Total (Teaching Practice)</b>				<b>60</b>
	<b>Total Credits (Fundamentals + Core) (41 x 10)</b>				<b>410</b>
	<b>Total (All Courses)</b>				<b>520</b>


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

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

<b>SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL</b>	
<b>TOTAL CREDITS PER NCQF LEVEL</b>	
<b>NCQF Level</b>	<b>Credit Value</b>
<b>English</b>	
5	50
6	120
7	350
8	-
<b>Total</b>	<b>520</b>
<b>Setswana</b>	
5	50
6	120
7	350
8	-
<b>Total</b>	<b>520</b>
<b>Mathematics</b>	
5	50
6	120
7	330
8	20

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

<b>Total</b>	<b>520</b>
<b>Science</b>	
<b>5</b>	<b>50</b>
<b>6</b>	<b>120</b>
<b>7</b>	<b>340</b>
<b>8</b>	<b>10</b>
<b>Total</b>	<b>520</b>
<b>Social Studies</b>	
<b>5</b>	<b>50</b>
<b>6</b>	<b>120</b>
<b>7</b>	<b>340</b>
<b>8</b>	<b>10</b>
<b>Total</b>	<b>520</b>
<b>TOTAL CREDITS</b>	<b>520</b>

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

### **Rules of Combination:**


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

Credit distribution is classified according to Fundamentals, Core, Options and Electives and to graduate from a Bachelor of Education ( Primary Education) qualification, a student must achieve the following:

Fundamentals + Core	=	470
Optional/Electives	=	50
Total Credits	=	520

**Choose five courses from the Optional/Elective courses.**

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

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

## **ASSESSMENT ARRANGEMENTS**

### **Formative Assessment (50%)**

### **Summative Assessment (50%)**

- Assessment will be conducted by BQA registered and accredited assessors.

## **MODERATION ARRANGEMENTS**


- There will be internal and external moderation for the qualification.
- Assessors and moderators must be BQA registered and accredited.
- Both internal and external moderation will be done in accordance with the moderation policy of the institution which is aligned with national BQA policies.

## **RECOGNITION OF PRIOR LEARNING**

There is provision for award of this qualification through RPL in line with institutional and national RPL policies.

## **CREDIT ACCUMULATION AND TRANSFER**

There is provision for award of this qualification through CAT in line with institutional and national CAT policies.

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

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

**Horizontal Articulation** (related qualifications of similar level that graduates may consider)

- Bachelor of Education (Guidance & Counselling)
- Bachelor of Education (Early Childhood Education)
- Bachelor of Education (Elementary Education)
- Bachelor of Education (Special Education)
- Bachelor of Education (Secondary Education)
- Bachelor of Education (Language Education)


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

- Master of Education (Primary Education)
- Master of Education (Language Education)
- Master of Education (Early Childhood Education)
- Master of Education (Social Studies Education)
- Master of Education (Math and Science Education)
- Master of Education (Special Education)
- Master of Education (Guidance and Counselling)
- .

### **Employment Pathways:**

- Teachers of Basic Education
- Remedial Teachers of Basic Education
- Specialist Subject Teachers of Basic Education
- Curriculum Development and Evaluation Officer
- Education Researchers
- Education Officers
- Education Counsellor
- Language Interpreter
- Environmental Educators
- Basic Educational Policy Developers
- Art Education Practitioner
- Music Education Practitioner

## **QUALIFICATION AWARD AND CERTIFICATION**

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

*Minimum standards of achievement for the award of the qualification:*

### **Qualification award**

To be awarded Bachelor of Education (Primary Education) qualification a candidate must achieve a minimum of 520 credits.

### **Certification**


There will be issuance of a certificate and an official transcript at award.

## **REGIONAL AND INTERNATIONAL COMPARABILITY**

This qualification compares with the following as summarized below:

*Regionally*, the qualification compares well with the Bachelor of Education in Intermediate Phase Teaching (4-7) or Bachelor of Education in Foundation Phase Teaching (R-3) from the University of Witwatersrand (SA). The qualifications are similar in that they are both 4 year programs, offer specializations in literacy and language, English, Social Science, Mathematics and Science and are 480 credits. They both have Teaching Practice (TP). They differ in that at the University of Witwatersrand, students do either Bachelor of Education in Foundation Phase Teaching (R-3) and qualify to teach in lower primary or Bachelor of Education in Intermediate Phase Teaching (4-7) qualify to teach in upper primary whereas students holding a BEd (Primary Education) qualification qualifies to teach at all level of primary schooling. The degree at the University of Witwatersrand is at NCQF level 8 whereas BEd (Primary Education) qualification is at NCQF level 7. Both institutions have the same minimum entry requirements, duration, and domains covered.

*Internationally*, the qualification compares well with Bachelor of Education (Primary) offered at the University of Tasmania in many ways. This is a 4 year full-time program which is pegged at NCQF level 7 and with 1<sup>st</sup> year being generic similar to the BPE qualification. It offers various specializations in Literacy, Music and Art, numeracy and Maths, and Science; Specialization begins at second year; which is similar to the proposed BEd(Primary Education) qualification. The University of Tasmania produces graduates who qualify to teach from early childhood to grade 6 – this compares very well with the planned educational reforms in Botswana where std. 6 will mark the end of primary education. Graduates from both programs qualify to teach locally and internationally. The only difference is that the B Ed (Primary) at the University of Tasmania requires 400 credits whereas BEd (Primary Education) requires 480 credits to qualify as a teacher.

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

<b>REVIEW PERIOD</b>
The qualification will be reviewed every 5 years.

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

