

	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 (Educational Technology)										NCQF LEVEL	10		
FIELD	Education and Training			SUB-FIELD		Educational Technology				CREDIT VALUE	384			
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>Agenda 2030 commits to a transformative plan of action that is meant to ensure enactment of the three dimensions of Sustainable Developmental Goals (SDGs) being; economic, social and environmental intents. The agenda envisions a world in which every country is able to maintain an economic growth that is inclusive of all and is dependent on sustainable means. Botswana aspires to transition from a resource-based economy to a knowledge-based one as espoused in the country's vision 2036 (pillar 1). And in order for this dream to be realized, the country has to make deliberate efforts to strengthen those structures that deal with knowledge creation, innovation and all other processes that support this course. As such, universities as creators of knowledge, have a critical role to play in this endeavour to a knowledge-based economy. One of the primary responsibilities of a university is to advance the frontiers of knowledge and it executes this through on-going research that leads to the discovery of new knowledge and recommendations on its meaningful application. The</p>														

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Botswana Education and Training Sector Strategic Plan (ETSSP 2015 - 2020) (strategic priority 3), strives for a quality education that can equip learners with the highest form of knowledge and skills to prepare them for the envisaged knowledge-driven economy. The sector has identified technology as one of the cross-cutting issues that could assist in the attainment of such an education (strategic priority 10);l. Nevertheless, the ETSSP (section 5.2, 5.3) and other documents such as the eGovernment Strategy (2011-2016) and the Botswana ICT National Policy (2014), decry the slow pace and the ineffective manner in which technology is being adopted in both education and other fields in trying to enhance performance. Botswana is in need of highly trained personnel who can lead the adoption of new and appropriate technologies and help drive the knowledge-based economy. A PhD in Educational Technology is one such qualification that is needed today to help the country leverage the potentials of technology.

PURPOSE:

The purpose of this qualification is to prepare learners to be able to:

- Lead in the adoption of new and effective technologies and the training of personnel.
- Critically assess, develop, and implement technology programs to enhance performance in various environments.
- Manage information and use it appropriately to advance the ideals of their societies and the greater humanity
- Create innovative technological solutions to educational challenges, grounded in theory and research.
- Conduct independent inquiry in educational technology for the advancement of the discipline.
- Critically assess educational needs in technology to identify issues /areas that need to be addressed for development.

ENTRY REQUIREMENTS (including access and inclusion)

The minimum entry requirements for admission to the Doctor of Philosophy (Educational Technology) qualification shall be:


- NCQF level 9, (Master's degree or its equivalent)


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- Direct entry application through Recognition of Prior Learning (RPL) and Credit Accreditation and Transfer (CAT) will be accessible to all candidates through institutional policies in line with the national RPL and CAT policies

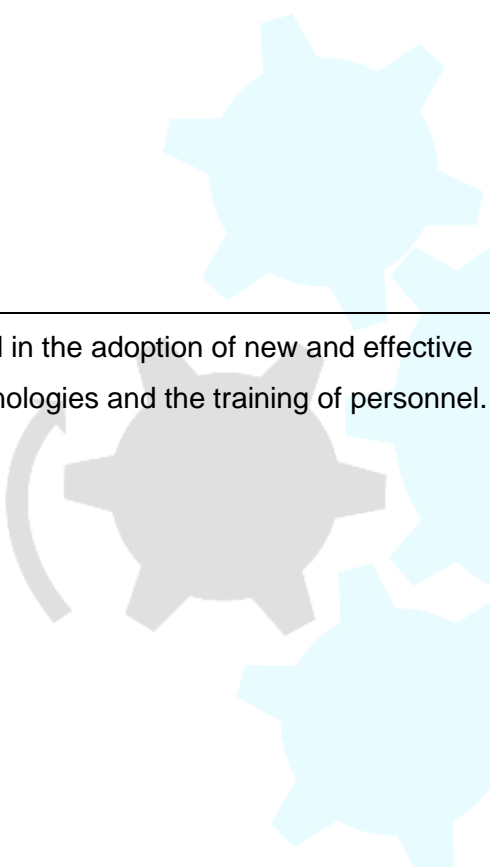
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SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
<p>LO1: Assess educational needs in technology to identify issues /areas that need to be addressed for development.</p> 	<p>AC 1.1: Critically analyze literature in the field of educational technology</p> <p>AC 1.2: Identify pertinent issues regarding technology adoption that need to be addressed</p> <p>AC 1.3: Design valid research technology-based problems to be investigated</p> <p>AC 1.4: Develop innovative technology intervention plans</p> <p>AC 1.5: Critically analyze contemporary issues related to educational technology from multiple perspectives</p>
<p>LO 2: Demonstrate understanding of theoretical underpinnings of the field of educational technology.</p>	<p>AC 2.1: Critically analyze various theoretical frameworks and technology adoption models</p> <p>AC 2.2: Select appropriate theoretical framework/s for a technology-based study and situate the study in it</p> <p>AC 2.3: Develop appropriate conceptual framework/s for a study at hand</p>
<p>LO 3: Conduct independent inquiry in educational technology.</p>	<p>AC 3.1: Carry out original research that addresses real-life challenges to help solve problems</p> <p>AC 3.2: Demonstrate ethics in conducting research</p>

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	<p>AC 3.3: Develop innovative technological solutions to identified challenges as informed by research</p> <p>AC 3.4: Generate new knowledge/theory from research</p> <p>AC 3.5: Present research findings and defend the outputs in writing and oral presentations to various audience (peers, stakeholders, experts)</p>
	<p>LO 4: Lead in the adoption of new and effective technologies and the training of personnel.</p> <p>AC 4.1: Develop robust technology-based programs that could be used to enhance performance in various environments, such as a curriculum, distance learning programs and ICT policy documents</p> <p>AC 4.2: Develop technology training programs for teachers and other professionals as informed by research and practice</p> <p>AC 4.3: Evaluate existing technology programs and recommend appropriate modifications</p> <p>AC 4.4: Develop collaborative partnerships to address educational technology issues locally, regionally and internationally for global development.</p>

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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total (Per Subject/ Course/ Module/ Units)
		Level []	Level []	Level [10]	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>	Proposal			48	48
	Defense of proposal			48	48
CORE COMPONENT <i>Subjects / Units / Modules /Courses</i>	Data collection			48	48
	Report writing			48	48
	Finalization of thesis and defense			192	192
ELECTIVE/ OPTIONAL COMPONENT <i>Subjects/Courses/ Modules/Units</i>					
	Total				384

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
10	384
TOTAL CREDITS	384
Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification)	
N/A	

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ASSESSMENT ARRANGEMENTS

1. Assessment shall be carried out through satisfactory completion of one stage of research before moving to the next. These stages are:

Proposal writing

Proposal defense

Data collection

Thesis defense

2. Supervision and assessment will be carried out by accredited and registered assessors.

MODERATION ARRANGEMENTS

1. Internal and external moderation will be carried out in accordance with institutional policies and in line with national policies on moderation.

2. Moderators must be registered and accredited with BQA

RECOGNITION OF PRIOR LEARNING

RPL will be Applicable as ETP policy on the same which is aligned with National/ BQA policy

CREDIT ACCUMULATION AND TRANSFER

RPL will be Applicable as ETP policy on the same which is aligned with National/ BQA policy

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Learning pathways

Horizontal pathway

- PhD in Instructional Design and Technology
- PhD in Educational Technology Leadership
- PhD in Curriculum and Instruction
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Vertical pathway

- Post doctorate in Educational Technology
- Post doctorate in Instructional Systems Design

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Employment

Job opportunities for graduates of PhD in Educational Technology are:

- University lecturers on preparation of teachers for technology use
- Instructional designers
- Developers and coordinators of distance learning programs
- Policy makers on the use of ICT in learning
- Curriculum design and evaluation
- Corporate training
- National strategists
- Consultants

QUALIFICATION AWARD AND CERTIFICATION

Qualification award

To be awarded Doctor of Philosophy (Educational Technology) qualification, a candidate is required to achieve a minimum of 384 credits.

Certification

Candidates meeting prescribed requirements of Doctor of Philosophy (Educational Technology) qualification will be issued a certificate and an official transcript.

REGIONAL AND INTERNATIONAL COMPARABILITY

The qualification has been compared with universities both regionally and internationally.

Similarities

Entrance into the qualification requires a Master's in educational technology or related field. Students need to have foundation in research.

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Differences

The qualification from Canada requires students to sit for comprehensive examinations to test if they have mastered enough skills in the field and research to be able to carry out research. This qualification and the one in UNISA do not require neither course work nor comprehensive examinations, they are purely research based

REVIEW PERIOD

The qualification will be reviewed every five years.

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