

BQA NCQF Qualification Template

DNCQF.FDMD.GD03

Issue No.: 01

SECTION A: QUALIFICATION DETAILS													
qualification developer			University of Botswana										
TITLE	Bachelor of Education (Lifelong Learning and Community Development)										NCQF LEVEL	7	
FIELD	Education Training	and	SUB-FIELD	Lifelong Learning and Community Development						CREDIT VALUE	480		
New Qualification				<input checked="" type="checkbox"/>		Review of Existing Qualification							
SUB-FRAMEWORK	General Education					TVET					Higher Education		<input checked="" type="checkbox"/>
QUALIFICATION TYPE	Certificate	I	II	III	I	V	Diploma	Bachelor					<input checked="" type="checkbox"/>
	Bachelor Honours		Post Graduate Certificate				Post Graduate Diploma						
	Masters				Doctorate/ PhD								
RATIONALE AND PURPOSE OF THE QUALIFICATION													
<p>Rationale</p> <p>In view of the drive to achieve a knowledge economic, it has now become important for people to appreciate the value of capacitating the citizenry to know how to learn throughout their lives. Within the framework of the National Development Plan, 2010 Strategic Framework for Community Development in Botswana and the 4th critical educational sector strategic priority as contained within Education and Training Sector Strategic Plan (ETSSP). Vision 2036—Tertiary education policy, this training in the area of Lifelong learning is very critical. The training offered by is supported by goals 1, 4 and 11 of the United Nations 2015/30 Sustainable Development Goals (SDGs).</p> <p>The design, provision and management of lifelong learning is dependent partly on the education and training of top level personnel that operate in areas that are supposed to fulfil demands that when satisfied the individuals and communities can meet the educational exigencies. Aware of this need, the this qualification is designed and makes available this thought-provoking Lifelong Learning and Community development qualification, which fosters a pathway to advanced levels of study, such as Masters and Doctoral.</p>													

Purpose

Bachelor of Education (Lifelong Learning and Community Development) is a multidisciplinary qualification that aims to produce personnel for middle level and senior positions in various sectors of community development, lifelong learning and education in general. The qualification aims to instil a sense of corporate responsibilities and the right ethics and competences to work with communities in developing talents, skills and attitudes for democratic processes. It promotes competencies for facilitating in formal, non-formal and informal learning sectors. It promotes inclusive values like learning rooted in the process of empowerment, social justice and collective consciousness. It focuses mainly on lifelong learning and community development including development policies, approaches, processes and practices.

Graduates of this qualification will be able to:

- Demonstrate practical orientation towards benefits and impacts of community development.
- Demonstrate competences in regard to lifelong learning and self-direction.
- Demonstrate ability to investigate, research & innovate in lifelong learning.

ENTRY REQUIREMENTS (including access and inclusion)

- Certificate IV, NCQF Level 4 (BGCSE or equivalent)
- 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.

SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
L.O 1 Demonstrate diagnostic, investigative and practical skills in Lifelong Learning and Community Development.	<p>AC 1.1 Exhibit a codified practical knowledge of principles, theories, and concepts, methods used in the field of Lifelong Learning and Community development.</p> <p>AC 1.2 Define a range of methods, techniques and materials that can be used to facilitate active participation of both young and older adults in variety of learning contexts (e.g. formal, non-formal, popular education, lifelong learning, etc.</p> <p>AC 1.3 Formulate learning strategies incorporating andragogical and pedagogical principles to address the learning needs of special groups, such as people with disabilities.</p> <p>AC 1.4 Engage in service learning and workplace attachments.</p>
L.O 2 Demonstrate professional and technical communication Skills in Lifelong Learning and Community Development.	<p>AC 2.1 Engage in debates employing adult education principles that promote inclusiveness and accommodation of divergent views.</p> <p>AC 2.2 Demonstrate knowledge of public speaking, presentation and interpersonal communication that apply the principles of empowerment and participatory development.</p> <p>AC 2.3 Design material and resources relevant to adult learning needs in communities in both developing and developed countries.</p> <p>AC 2.4 Apply reflective practice strategies to self-evaluate projects, teaching and learning in</p>

	Lifelong Learning and Community Development programmes.
L.O 3 Demonstrate competences of critical thinking, solution generation and ICT application in Lifelong Learning and Community Development.	<p>A.C 3.1 Critically analyse strategies for addressing contemporary development challenges including appropriate use of information technology (ICT) especially in community development, extension work and lifelong learning activities.</p> <p>AC 3.2 Determine appropriate resources, techniques, approaches, materials and ICT to address Lifelong learning needs.</p> <p>AC 3.3 Identify programmes and projects that can apply Lifelong learning and Community Development processes such as problem-solving, experiential learning, reflective learning and transformative learning.</p> <p>AC 3.4 Critically analyse the relevance of Lifelong Learning programmes, such as compensatory, self-help, liberal and entrepreneurship skills enhancement to development needs of communities.</p> <p>AC 3.5 Critically analyse social issues relevant to the diverse clientele of Lifelong Learning (community development agents, extension workers, community educators and lifelong learning advocates.).</p> <p>AC 3.6 Analyse the appropriateness and benefits of technologies used in the various contexts of Lifelong Learning and Community development</p>
L.O 4 Demonstrate practical orientation towards benefits and impacts of Lifelong Learning in Community Development.	AC 4.1 Justify the impact of lifelong learning in different contexts of community development.

	<p>AC 4.2 Document some ethical dilemmas and their impact on the visibility and status of Lifelong Learning in Community Development</p> <p>AC 4.3 Apply methods, principles and theories that are appropriate to the discipline of Lifelong Learning and Community Development.</p> <p>AC 4.4 Analyze issues pertaining to lifelong learning with specific relation to community development.</p> <p>AC 4.5 Employ approaches that are germane for Lifelong Learning and community development,</p> <p>AC 4.6 Use monitoring and evaluation skills to determine the appropriateness of community development projects that are designed to address the needs of local communities.</p>
<p>L.O 5 Demonstrate Professionalism and ethical conduct in the practice of Lifelong Learning and community Development.</p>	<p>AC 5.1 Articulate ethics within the practice of lifelong learning and community development.,</p> <p>AC 5.2 Apply the principles of lifelong learning to develop training or learning environment that instil lifelong learning ethos.</p> <p>AC 5.3 Display non corrupt behaviour in execution of lifelong learning and community development activities.</p>
<p>L.O 6 Demonstrate competences related to investigation, research & innovation in Lifelong Learning and community Development.</p>	<p>AC 6.1 Design research for the benefit of lifelong learning and community development contexts.</p> <p>AC 6.2 Conduct research on issues appropriate to lifelong learning and community development.</p> <p>AC 6.3 Analyse research findings on issues appropriate to lifelong learning and community development.</p> <p>AC 6.4 Disseminate research findings to inform policy formulation in the field of lifelong learning and community development.</p>

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SECTION C	QUALIFICATION STRUCTURE				
FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units	TITLE	Credits Per Relevant NCQF Level			Total (Per Subject/ Course/ Module/ Units)
		Level [5]	Level [6]	Level [7]	
	Communication and study skills	5			24
	Computing and information skills	5			24
			Sub Total		48
CORE COMPONENT Subjects/Courses / Modules/Units	Principles of Lifelong learning and Community Dev.	5			12
	Psychology & Theories of adult Learning	5			12
	Programming in Adult Learning and Education	5			12
	Basic Experiential Learning in Community Development Contexts	5			12
	Community Self-help projects	5			12
	Introduction to Community Entrepreneurship		6		12
	Teaching Approaches in non-formal, Formal and informal Learning		6		12
	Theoretical and Practical Approaches to Planning and Managing Community Projects		6		12

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	Gender issues in lifelong learning and community development		6		12
	Basic Issues in Workplace Learning		6		12
	Supervision in community development		6		12
	Strategies for Promoting Rural Development		6		1
	Psychology and Generational Teaching in Adult Learning		6		12
	Issues and Trends in Participatory Development Methods		6		12
	Organizational Management in community development			7	12
	Leadership Contexts in adult Learning			7	12
	Developing Human Resource for community development			7	12
	Basic Research Design in lifelong learning and community development			7	12
	Practical Context of Community Development and Lifelong Learning			7	12
	Monitoring & Evaluation approaches in community Development			7	12
	Sustainability in Community Development			7	12

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	Global Perspectives and the Political economy of adult education.			7	12
	Research Projects in Lifelong Learning and Community Development			7	12
	Theory and Practice of Training and development in Adult Education and Learning			7	12
	Learning Cities			7	12
	Management Approaches of community economic projects			7	12
	Policy Contexts for lifelong learning			7	12
	Community Development and Social Exclusion			7	12
	Entrepreneurship and community economic projects			7	12
			Sub Total		348
ELECTIVE/ OPTIONAL COMPONENT <i>Subjects/Courses / Modules/Units</i> NB: Choose 7 modules. (84 credits)	Basic Tender and Contracting Skills in Community Development	5			12
	Sociological Issues in Community Development & Lifelong Learning	5			12
	Lifelong Learning, Vocational education and training		6		12
	Lifelong learning and special groups		6		12
	Historical and phil. foundations of adult education		6		12

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	The psychology of adult learning		6		12
	Adult basic education and training		6		12
	Lifelong learning in the 21 st Century		6		12
	Principles and skills for Integrated project		6		12
	Computers in Adult Learning and Education		6		12
	Internationalization of Adult and Lifelong Learning			7	12
	Instructional Design in Lifelong and Community Learning			7	12
	Counseling in community development			7	12
	Organizational Development Approaches in Community Development			7	12
	Issues in lifelong learning & community development			7	12
	Adult Education Priorities in Human Rights and Democracy			7	12
	Topics in literacies			7	12

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
Component	Credit Value
FUNDAMENTAL COMPONENT	48
CORE COMPONENT	348
ELECTIVE/ OPTIONAL COMPONENT	84
TOTAL CREDITS	480
Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification)	
<ul style="list-style-type: none"> • All core courses are compulsory. • Learners choose 7 modules from the Optional Component. 	

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ASSESSMENT AND MODERATION ARRANGEMENTS
<p>All assessments will be done using formative and summative modes.</p> <ul style="list-style-type: none"> • Formative assessment with a weighting of 40% • Summative Assessment with a weighting of 60% • Assessors shall all be accredited and registered with BQA or any other recognized authority. <p>Moderation arrangements</p> <ul style="list-style-type: none"> • There shall be both internal and external moderation in accordance with institutional policies aligned with national policies. • Moderators shall all be accredited and registered with BQA or any other recognized Authority.

RECOGNITION OF PRIOR LEARNING (if applicable)

- There is provision for award of the qualification through RPL in accordance with institutional policies aligned with national policies.
- There is provision for award of the qualification through CAT in accordance with institutional policies aligned with national policies.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Learning Pathways

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

Students can move into any related undergraduate programmes in areas such as:

- Bachelor of Social Work
- Bachelor of Community Development

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

- Master of Education in Adult Education
- Master of Education in Guidance and Counseling
- Masters in Social Work
- Masters in Business Management

Employment Pathways

- Extension educators
- Lifelong learning/trainers/consultants
- Adult Education Officers
- Poverty-eradication officers
- Community based organizations project managers
- Outreach program officers
- Adult Literacy consultants
- Trainers in variety of adult and related organizations (Private, NGOs, Vocation, etc.)
- Cooperative officers
- Community development advocacy and mobilization leader
- Training and Development Coordinators/managers.

- Transport and road safety educators/trainers.

QUALIFICATION AWARD AND CERTIFICATION

Award of the Qualification

To be awarded Bachelor of education (Lifelong learning and community Development) qualification a candidate is required to achieve a **minimum of 480credits**.

Certification

Candidates meeting prescribed requirements will be awarded **Bachelor of education (Lifelong learning and community Development)** and will be issued a certificate and an official transcript.

REGIONAL AND INTERNATIONAL COMPARABILITY

Internationally

The University of Namibia offers a Bachelor of Education (Lifelong Learning & Community development) Honours degree, which is specifically designed for human resources with expertise or those interested in developing expertise in the field of Lifelong learning and Community development. The programs are designed for those who want to gain theoretical and practical knowledge, skills and competencies needed for community development and development, thus making Namibia competitive in a global market.

As noted in The University of Luxembourg website the training is meant to strengthen the transmission of academic knowledge to the world of business through lifelong learning. Its purpose is also to contribute to economic, social and cultural development as well as full employment.

Regionally

University of Zimbabwe

The Adult education program aims to equip Adult Education Educators with high quality knowledge, attitudes and skills to meet the demands of the voluntary, private and public organizations. It currently offers qualifications in adult education on a part-time basis at four levels, that is: Diploma and Bachelor's degree etc.

University of Ibadan, Ibadan. Nigeria

Formerly Extra-Mural Studies was founded in 1949. It now offers degree at the sub-degree, undergraduate and postgraduate levels. The Department offers courses in Adult Education, Community Development and Trade unionism, Industrial Relations and Social Work. In addition, it continues to provide facilities for and organise extra-mural studies classes throughout the country. Through this activity, remedial programmes are made available for a number of candidates for national examinations such as WASC, GCE, RSA and others. The Department has been active in disadvantaged areas running programmes for young adults, farmers and industrial personnel. The Department also is engaged in literacy research and writing of literacy books etc. It also runs seminars and workshops on adult literacy and Trade Unionism.

REVIEW PERIOD

The qualification will be reviewed every five (5) years.

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