

	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 (Lifelong Learning and Community Development)											NCQF LEVEL	10
FIELD	Education and Training	SUB-FIELD	Lifelong Learning and Community Development								CREDIT VALUE	360	
New Qualification			<input checked="" type="checkbox"/>		Review of Existing Qualification								
SUB-FRAMEWORK		General Education		<input type="checkbox"/>		TVET		<input type="checkbox"/>		Higher Education		<input checked="" type="checkbox"/>	
QUALIFICATION TYPE	Certificate	I	II	III	IV	V	Diploma	Bachelor					
	Bachelor Honours		Post Graduate Certificate		Post Graduate Diploma								
	Masters					Doctorate/ PhD		<input checked="" type="checkbox"/>					
RATIONALE AND PURPOSE OF THE QUALIFICATION													
<p>RATIONALE:</p> <p>Doctoral education in Botswana, just like in other countries, is a qualification that the government of Botswana has embarked on to produce highly skilled workforce for a more diversified, knowledge-based economy. The government continues to place more emphasis on education as a tool to help Botswana to transit from agro-based economy to an industrialized one in order to compete with other countries of the world, there is more recognition of education as a human right, hence government's commitment to raise educational standards at all levels of education (UNESCO-IBE, 2010).</p> <p>The Master of Philosophy/Doctoral qualification in Lifelong Learning and Community Development is intended to contribute highly skilled workforce needed to drive community and national development. The Botswana Education and Training Sector Strategic Plan (ETSSP 2015-2020) has made it clear that for this country to reach</p>													

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its goal of prosperity for all, employment creation, the eradication of poverty, as well as the acquisition of entrepreneurial, managerial and technological capabilities should become a priority (Republic of Botswana, 2015:8). This qualification is designed and structured to empower and graduate people with apposite skills to meet these requirements. M/Phi/PHD in Lifelong Learning and Community Development is thus a hallmark of a dynamic educated and informed nation to drive Botswana's knowledge-based economy.

PURPOSE:

This qualification is aimed at imparting high skill orders, especially research oriented for driving improvement in all sectors of the economy, especially in community education, lifelong learning, community development, extension work, adult basic education and entrepreneurship. Botswana like all other countries needs highly skilled workforce for a more diversified, knowledge-based economy. Students doing this programme are expected to do research exploring issues/areas like conducting needs and risk assessment, embedding lifelong learning and resilience in educational policies, developing policy drivers for resilience education and communities, investment in adult education, community-based research, community pedagogies, community education as a model for transformation and many more related community education and lifelong learning interests.


Graduates of this qualification will be able to:


- Discover, interpret and communicate new knowledge through original research of publishable quality which satisfies peer review.
- Conduct independent inquiry and apply technology to assist in the overall inquiry process.
- Exhibit knowledge of how instructional choices and actions affect students and other professionals in the teaching and learning community.


ENTRY REQUIREMENTS (including access and inclusion)


- Master's Degree, NCQF Level 9 (or Equivalent)
- Entry through Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) is allowable 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>L.O 1 Demonstrate competences related to investigation, research & innovation.</p> 	<p>AC 1.0 Design and conduct a research projects that employ methods, paradigms and techniques appropriate to addressing issues relating to of community development, extension services, local economic development, lifelong learning.</p> <p>AC 1.1 Apply ethical and professional standards and make informed judgements on ethical codes of research</p> <p>AC 1.2 Disseminate research findings through publications, training and public lectures.</p>
<p>L.O 2 Discover, interpret and communicate new knowledge through original research of publishable quality which satisfies peer review.</p>	<p>AC 2.1 Conduct scholarly research on issues appropriate to lifelong learning, community development, adult education, local economic development with a view to generate new knowledge.</p> <p>AC 2.2 Apply research findings to challenges in different contexts like community development, local economic development, workplaces and extension services.</p> <p>AC 2.3 Develop professional networks with others through publications and professional meetings.</p>


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	AC 2.4 Defend original research results which add to the body of knowledge of the discipline of lifelong learning and community development.
L.O 3: Demonstrate an understanding of and ability to participate in lifelong learning. 	AC3.1: Employ appropriate social skills for life-long learning. AC3.2: Apply technology to communicate effectively within the profession and with public. AC3.3: Evaluate relevant information to draw and support conclusions related to specific problem/assignment/ AC3.4: Apply collaborative practices with other professionals, students, and other stakeholders. AC3.5: Develop an aptitude for continuing professional development.
L.O 4: Conduct independent inquiry and apply technology to assist in the overall inquiry process.	AC4.1: Perform original research in education. AC4.2: Critically analyse a body of current published science education research. AC4.3: Effectively communicate by defending original research in writing and oral presentations. AC4.4: Apply professional ethics in conducting research.

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<p>L.O 5: Develop curriculum in different disciplines and design a variety of assessment tools to evaluate learning achievements against learning outcomes.</p>	<p>AC4.1: Develop science school curricula.</p> <p>AC5.2: Evaluate assessment tools used in evaluating curricula and student learning outcomes.</p> <p>AC5.3: Formulate assessment tools used to evaluate learning achievements against learning outcomes.</p>
<p>L.O 6: Exhibit knowledge of how instructional choices and actions affect students and other professionals in the teaching and learning community.</p>	<p>AC6.1: Evaluate curriculum and instruction practices based on Pedagogical Content Knowledge and student characteristics.</p> <p>AC6.2: Apply research on pedagogical practices, student learning, and educational policies and issues.</p> <p>AC6.3: Investigate ideas that will improve teaching and learning to advance the profession.</p> <p>AC6.4: Engage in critical reflection on how their frame of references and potential biases impact expectation for and relationships with learners.</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 []	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>					
CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Supervised Research and Thesis (MPhil)			10	180
	Supervised Research and Thesis (PhD)			10	180
ELECTIVE/ OPTIONAL COMPONENT <i>Subjects/Courses/ Modules/Units</i>					
					360

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
10	360
TOTAL CREDITS	360
Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification)	
N/A	

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ASSESSMENT ARRANGEMENTS

Since this is a solely research qualification, all assessments will be done using formative mode only.

- Formative assessment with a weighting of 100%
- Assessment will be carried out by Assessors registered and accredited by BQA or any other recognized authority, in accordance with Institutional and National Policies.

MODERATION ARRANGEMENTS

- There shall be both internal and external moderation in accordance with institutional policies aligned with national policies.
- Moderation will be carried out by BQA accredited and registered Moderators in accordance with Institutional and National Policies

RECOGNITION OF PRIOR LEARNING

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

CREDIT ACCUMULATION AND TRANSFER

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

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Horizontal Articulation

- PhD in Public administration
- PhD in Community development
- PhD in International Relations
- PhD in Comparative Education
- PhD in Policy Studies
- PhD in Gender Studies
- PhD in Sociology

Employment Pathways

The list below indicates possible jobs or employment which the holder of this qualification may take up.

- Policy analysts
- Leadership positions

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- Strategic Planning
- Programme Planning and Evaluation
- Tertiary Education and Training
- Research and Innovation
- Gender and Development
- Human Resource Development
- Social and community development

QUALIFICATION AWARD AND CERTIFICATION

Qualification award

To be awarded PhD in Education (Lifelong Learning and Community Development) qualification, a candidate is required to achieve a minimum of 360 credits.

Certification

Candidates meeting prescribed requirements will be awarded PhD in Education (Lifelong Learning and Community Development) and will be issued a certificate and an official transcript.

REGIONAL AND INTERNATIONAL COMPARABILITY

The qualification has been compared with others outside Africa because none could be identified in the region or Africa.

- Pennsylvania State University, USA offers Doctor of Education in Lifelong Learning and Adult Education. The main exit learning outcome is that graduates should be qualified to provide leadership in one or more of the following domains: learning in the workplace and community, teaching and learning, curriculum and instructional design and development; programme planning and administration. Domains covered include lifelong learning movements, learning in the workplace and community, distance education, literacy for culturally and linguistically diverse population, globalisation, teaching and learning, curriculum and instructional design and development; programme planning and administration and/or programme evaluation. Assessment strategy is doctoral thesis/dissertation. To qualify for the award students should have completed 60 credits beyond the master's degree. Their employment pathways include professional leadership in lifelong learning movements, distance education, learning in the workplace and in the community, globalisation, Teaching and learning, curriculum and instructional design and development; programme planning and administration and/or programme evaluation.
- University of Calgary, Canada offers Doctor of Philosophy (PhD) in Adult Learning whose graduates work at multiple and diverse contexts and interest areas, which include: traditional post-secondary and continuing education; business and industry; NGOs; community development and international organizations. Domains covered in the programme are community and social development, adult learning and adult education. NGOs; community development and international organizations. The Doctoral dissertation is the focus of the degree program. In consultation with the supervisor, the student should

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formulate an appropriate thesis topic as early as possible in the program because the nature and type of proposed doctoral research will affect the time needed to complete the program. The student's research problem, research questions and the development of the research proposal will be tied to engagement in coursework and the preparation needed in order to complete the program. The thesis proposal must be approved by the supervisory committee before continuing towards candidacy. Program requirements are as follows:

- (a) Six units (1.0 full-course equivalent) from Educational Research 700
- (b) Additional nine units (1.5 full-course equivalents) of 600 or 700-level half-courses in research methods*
- (c) In addition, PhD students in the Adult Learning specialization are required to complete six units (1.0 full-course equivalents) selected from Educational Research 735 and any additional courses as determined by the supervisor in consultation with the student
- (d) Candidacy examination
- (e) Dissertation

Expected completion time for full-time students is four years with a maximum completion time of six years. Upon completion, graduate are expected to work in diverse work environments in positions such as Leaders, coordinators, trainers and lectures in multiple and diverse contexts and interest areas, which include: traditional post-secondary and continuing education; business and industry; NGOs; community development and international organizations.

- University of Toronto, Canada offers Doctor of Philosophy (PhD) in Adult Education and Community Development. The programme main exit learning objective is to develop advanced skills in the theoretical foundations of adult education and community development and in the application of such knowledge to practice. Domains covered are Adult Education, Marxism and Feminism, Global Perspectives on Feminist Community Development and Community Transformation, Precarity and Dispossession: Urban Poverty and Rebel Cities, Citizenship Learning and Participatory Democracy, Advanced Studies in Workplace Learning and Social Change. To be awarded this doctoral degree, students must complete half of their courses from the AECD Program • Minimum of three courses must be at the doctoral level • A comprehensive paper and a thesis are requisite, Program Length: • Full-time PhD students must complete their degree within six years. • Flexible-time PhD students must complete their degree within eight years. Graduates are expected to work in a wide range of settings in public, private, and voluntary sectors. Graduates work with newcomers, youth, women's groups, LGBTQ agencies, organized labour, racialized people, and disenfranchised communities.

REVIEW PERIOD

After every Five (5) years.

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