

**BQA NCQF Qualification Template**

DNCQF.FDMD.GD03

Issue No.: 01

<b>SECTION A: QUALIFICATION DETAILS</b>														
<b>qualification developer</b>			University of Botswana											
<b>TITLE</b>	Diploma in Lifelong Learning and Community Development										<b>NCQF LEVEL</b>	6		
<b>FIELD</b>	Education and Training			<b>SUB-FIELD</b>	Lifelong Learning and Community Development					<b>CREDIT VALUE</b>	240			
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								
<b>RATIONALE AND PURPOSE OF THE QUALIFICATION</b>														
<p><b>RATIONALE:</b></p> <p>The purpose of this qualification is to equip learners with necessary skills, knowledge and attitudes to efficiently discharge their functions in the areas of extension, community education and development and lifelong learning. The trained personnel can be gainfully employed within the public and private sectors, parastatals, civil society and Non-Governments.</p> <p>The qualification provides training anchored on Botswana's national development imperatives spelt out in the 2010 <i>Strategic Framework for Community Development In Botswana</i> and the 4<sup>th</sup> critical educational sector strategic priority as contained within Education and Training Sector Strategic Plan (ETSSP), Vision 2036 and Tertiary education policy. The same training offered by the department is supported by goals 1, 4 and 11 of the United Nations 2015/30 Sustainable Development Goals (SDGs). Specifically, the framework for community development in Botswana urges qualified institutions to make available to government a wide range of qualified personnel that can work competently in areas of extension and community development throughout the nation. Through its promotion of lifelong Learning, which spells out the importance of learning</p>														

from birth to death, the ETSSP advocates for the creation of learning opportunities for all those residing within the country. The UN SDGs 1, 4 and 11 also advocate for the eradication of poverty, for the promotion of inclusive education and lifelong learning and learning cities throughout the globe.

All the personnel trained in this qualification are therefore fit and competent to advance the initiatives expressed in the aforementioned official document at national, regional and international levels.

**PURPOSE:**

The purpose of this Diploma qualification is to develop core competencies such as negotiation skills, communication, ICT skills, policy formulation and analysis, capacity building and sustainability, gender awareness, financial management, lifelong learning, supervisory skills, 21st century competencies and life skills, community-based research, participatory approaches and others relevant for them to carry their responsibilities well.

Graduates of this Qualification will be able to:

- Demonstrate conceptual and foundational knowledge in lifelong learning and the general field of Education.
- Demonstrate knowledge in ICT-driven community development approaches.
- Demonstrate ability to design training programmes for lifelong learning and community development.

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

The candidate/applicant must have satisfied the minimum conditions for entry set out below:

- i. Certificate IV (NCQF Level 4) or equivalent.
- ii. Access through RPL and CAT (for Certificate V, Diploma in related field or equivalent) will be provided through ETP policies in line with National RPL and CAT

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

<b>SECTION B</b>		<b>QUALIFICATION SPECIFICATION</b>	
<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>		<b>ASSESSMENT CRITERIA</b>	
L.O 1.0 Demonstrate conceptual and foundational knowledge in lifelong learning and the general field of Education.		AC 1.1 Explain principles, theories, concepts, methods used in community development , extension and lifelong learning activities.  AC 1.2 Define a range of methods, techniques and materials that can be used to facilitate active participation of adult learners in variety of learning contexts.  AC 1.3 Demonstrate understanding of basic philosophical and psychological foundations of community development, lifelong learning.	
LO 2.0 Demonstrate knowledge of professional, ethics and communication skills in Lifelong learning practices.		AC 2.1 Articulate ethics within the practice of community development, community education, lifelong learning and adult education in general.  AC 2.2 Present argument for the use of andragogical principles in variety of contexts.	
LO 3.0 Demonstrate ability to identify, design programmes to address the learning needs of lifelong learning clientele.		AC 3.1 Identify community development challenges and design workable solutions  AC 3.2 Design, implement, monitor and evaluate adult education programmes typical of those done in community development, lifelong learning, extension training and capacity building for social change.  AC 3.4 Identify developmental approaches and processes used for optimizing participation.	
LO 4.0 Demonstrate ability to investigate, analyze and interpret social problems		LO 4.1 Investigate a social problem of a choice using preferred research methods, principles and processes used in community development, lifelong learning and adult education in general.	

affecting lifelong learning.	LO 4.2 Analyze challenges facing local communities and suggest ways of addressing them using participatory development approaches and the principles of lifelong learning.
LO 5.0 Demonstrate knowledge in ICT-driven community development approaches.	AC 5.1 Exhibit competencies for solution generation and ICT application as well as problem-solving, analytic and critical thinking skills.  AC 5.2 Determine appropriate resources, techniques, materials and appropriate ICT to address learning needs of adult learners.
LO 6.0 Demonstrate ability to professionally apply ethical conduct in the workplace.	AC 6.1 Demonstrate knowledge of public speaking, presentation and interpersonal communication carried out principles of adult education
LO 7.0 Demonstrate critical analytical skills in lifelong learning practices.	AC 7.1 Analyze case studies like workplace experiences, individual and community practices in relation to how lifelong learning and adult learning principles, techniques and strategies can be applied to address challenges exhibited.  AC 7.2 Debate social issues that are of interest to adult educators, particularly community development agents, extension workers, and lifelong learning advocates.
LO 8.0 Demonstrate knowledge in training design for lifelong learning and community development programmes.	AC 8.1 Develop a personal up-to-date learning portfolio that demonstrates understanding of lifelong learning principles.  AC 8.2 Assess potentials for lifelong learning in different contexts of community education and development.  AC 8.3 Develop training or learning activity that instils lifelong learning ethos.

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<b>SECTION C</b>	<b>QUALIFICATION STRUCTURE</b>				
<b>FUNDAMENTAL COMPONENT</b>  <i>Subjects/ Courses/ Modules/Units</i>	<b>TITLE</b>	<b>Credits Per Relevant NCQF Level</b>			<b>Total (Per Subject/ Course/ Module/ Units)</b>
		<b>Level [ 6 ]</b>	<b>Level [ 6 ]</b>	<b>Level [ 6 ]</b>	
	Communication and study skills I				<b>8</b>
<b>CORE COMPONENT</b>  <i>Subjects/Courses/ Modules/Units</i>	Computing and information skills				<b>8</b>
	Principles of Lifelong learning and Community Development				<b>8</b>
	Psychology and Theories of adult learning				<b>8</b>
	Programme Planning in adult learning and education				<b>12</b>
	Sociological Issues in Community Development and lifelong learning				<b>12</b>
	Basic Experiential Learning in Community Development Contexts				<b>12</b>
	Basic tender and Contracting Skills in Community Development				<b>12</b>
	Community self-help projects				<b>12</b>
	Basic Foundational Issues in Adult learning and education				<b>12</b>
	Psychological theories in adult learning and education				<b>12</b>

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**Issue No.: 03**

	Design and Development of Adult Learning & Education Programmes.				12
	Teaching approaches in non-formal, formal and informal learning				12
	Gender Issues in Lifelong Learning and Community Development				12
	Basic Issues in Workplace Learning				12
	Supervision in community development				12
	Theoretical and Practical Approaches to Planning and Managing Community projects				12
	Strategies for Promoting Rural Development				12
<b>ELECTIVE/ OPTIONAL COMPONENT</b> <i>Subjects/Courses/ Modules/Units</i>	Principles and skills for Integrated projects				12
	Psychology and Generational Teaching in Adult Learning				12
	Introduction to community entrepreneurship				12
	Issues and Trends in Participatory Development Methods				12
	2 Community Development through Adult Basic Education and Training				12
	Lifelong learning, Vocational education and training				12
	Computers in adult Learning and education				12
	Lifelong Learning and special groups				12

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<b>ELECTIVE/ OPTIONAL COMPONENT</b> <i>Subjects/Courses/ Modules/Units</i>	Lifelong learning in the 21 <sup>st</sup> Century				<b>12</b>
	Counseling in community development				<b>12</b>

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<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>FUNDAMENTAL COMPONENT</b>	<b>32</b>
<b>CORE COMPONENT</b>	<b>168</b>
<b>ELECTIVE/ OPTIONAL COMPONENT</b>	<b>48</b>
<b>TOTAL CREDITS</b>	<b>240</b>
<b>Rules of Combination:</b> <b>(Please Indicate combinations for the different constituent components of the qualification)</b>	
<ul style="list-style-type: none"> <li>All core courses shall be compulsory.</li> <li>Learners can take electives from other departments in the faculty of education or social work.</li> </ul>	

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## **ASSESSMENT AND MODERATION ARRANGEMENTS**

There will be formative AND SUMMATIVE ASSESSEMENTS GRADED AS FOLLOWS:-

- Formative assessment with a weighting of 40%
- Summative Assessment with a weighting of 60%
- Assessors shall all be registered with BQA

Moderation arrangements

- There shall be both internal and external moderation in accordance with institutional policies aligned with national policies.
- Moderators shall all be registered with BQA

## **RECOGNITION OF PRIOR LEARNING (if applicable)**

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

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

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

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

- Diploma in Lifelong Learning, Community Education and Development
- Diploma in Community Development
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**Vertical Articulation** (qualifications to which the holder may progress to:

- Bachelors' Degree in Community Development and related fields
- Postgraduate Degree in NGO management
- Postgraduate Degree in Adult Education
- Master's in Education (Adult education)

**Employment Pathways**



- Community Activists
- Communication Officers
- Health Educators
- Consumer Educators
- Wildlife Educators
- Cooperative Educator
- Youth Work Coordinators
- Human Resource Development Officers
- Community Project Officers

NGO founders and managers (local, regional and international)

### **QUALIFICATION AWARD AND CERTIFICATION**

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

Candidates must meet the minimum standards to be awarded the qualification once they have met the 240 credits

#### **Certification**

Candidates meeting prescribed requirements will be awarded a certificate and an official transcript.

#### **Regional**

Regionally, there is neither local nor regional university that offers Diploma NGO Management qualification by distance and open learning. However, the Pan African Institute for Development – West Africa offers a Post Graduate Diploma in Non-Governmental Organization (NGO) & Civil Society Organization (CSO) Management whose duration is a minimum of 2 semesters. It is designed to develop the management competencies and analytical capabilities of NGO managers. Information on qualification rules, assessment strategies, credits loads and education and employment pathways has not been provided.

#### **International**

Northern Illinois University through the Center for Non-Profit and NGO Studies offers an undergraduate degree in NGO Management, that is, Bachelor of Arts: NQF level 8 with 507 credits. The program draws from diverse disciplines such as sociology, public administration, anthropology and political science, etc with introduction to topics such as nonprofit organizations, public service, philanthropy and community engagement. The main exit learning outcome is for graduates to attain an internationally recognized qualification for global engagement, advocacy, enterprise & the environment. Assessments for this program may include but are not limited to, tests, assignments, presentations, group work, reports and final examinations. For students to be considered to have satisfactorily completed the program and be eligible for the award of the qualification Bachelor of Arts (Non Profit & NGO Studies), they must have completed all course work requirements of the major along with 15 credit hours. Further educational opportunities for the graduate may include movement into public affairs in government, nonprofit sectors in the fields of management/administration, program design and delivery, fundraising and development, volunteer management, community development.

#### **REVIEW PERIOD**

The qualification shall be reviewed every 5 years

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