| SECTION A: | QUALIFICATION DETAILS | | | | | |
|---|---|---|---|---|---|---|

| QUALIFICATION DEVELOPER (S) | Botswana Open University | | | | | |
|---|---|---|---|---|---|---|

| TITLE | Certificate V in Distance Education | | | | NCQF LEVEL | 5 |
|---|---|---|---|---|---|---|
| FIELD | Education and Training | SUB-FIELD | | Distance Education | CREDIT VALUE | 120 |

| 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 FOR THE QUALIFICATION

Article 9 of the Southern African Development Community (SADC) Protocol on Education and Training expects the region to utilise open and distance learning to promote education and training among its members. The second pillar of Botswana's Vision 2036, under Education and Skills development envisions the provision of access to quality education, promotion of lifelong learning and training opportunities all Batswana (Vision 2036, p.20). Botswana's National Development Plan 11 (2017-2023) also envisions 'increasing access to tertiary education' and 'increasing the utilisation of ICT' (Republic of Botswana, 2017, p.70). Related to this, the Education and Training Sector Strategic Plan (ETSSP) (2015, p.41) aims to transform teaching and learning and emphasizes the use of modern Information and Communication Technology (ICT) at all levels.' Currently, a draft e-Education policy has been developed for Botswana to, among others, 'mitigate the challenges of providing education in difficult circumstances' (Draft e-Education Framework for Botswana, 2020).  These policy documents highlight the regional and national desires, as well as related plans to promote access in, and use of ICTs for education and training. As a fully online qualification, the Certificate V in Distance Education provides opportunities to train distance education practitioners to participate in open and distance learning (ODL) training, using ICTs, and train others to use the same skills. Currently, there is not a single qualification in Botswana or within the SADC region that

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addresses the skills needs of distance education practitioners at this level. Related to this, very few institutions in Botswana have dedicated units for distance education promotion and training. With the CDE qualification, ODL practitioners are expected to enhance the quality of practice in ODL contexts and help conventional institutions to further open access to lifelong learning. Therefore, this qualification is highly needed.

## PURPOSE OF THE QUALIFICATION

The purpose of the Certificate V in Distance Education qualification is to enable graduates to acquire knowledge, skills and competences to:

- Select quality ODL course materials.
- Apply management and administration skills to effectively run ODL institutions.
- Employ research knowledge and skills to solve problems in ODL contexts.
- Use learner support principles to help learners in ODL institutions.
- Manage the financial operations of ODL institutions.

## ENTRY REQUIREMENTS (including access and inclusion)

It is recommended that ideal candidates for this qualification possess or exhibit the following:

- Certificate IV, NCQF Level 4 (e.g. General Education or TVET)
- Recognition of Prior Learning will be applicable in line with institutional and national policies.

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| SECTION B | QUALIFICATION SPECIFICATION |
|---|---|

| GRADUATE PROFILE (LEARNING OUTCOMES) | ASSESSMENT CRITERIA |
|---|---|
| 1. Demonstrate an in-depth knowledge of adult education, distance education and adult learners in southern Africa. | 1.1 Interpret the meaning of adult education, distance education and the nature of adult learners in Southern Africa.<br><br>1.2 Evaluate the significance of adult and distance education in Southern Africa. |
| 2. Address the challenges faced by distance learners in their programmes. | 2.1 Categorise the variety of challenges faced by distance learners in their programmes.<br><br>2.2 Provide solutions to the challenges distance learners face during programme implementation. |
| 3. Apply the knowledge and skills of open and distance learning (ODL) in selecting and delivering quality ODL materials. | 3.1 Use appropriate criteria for deciding on good distance education materials.<br><br>3.2 Interpret processes involved in delivering distance education materials.<br><br>3.3 Select quality ODL materials for distance learners. |
| 4. Demonstrate knowledge of techniques for applying learner support principles to problem situations. | 4.1 Use learner support information in a known ODL setting.<br><br>4.2 Apply appropriate principles to solve learner support problems. |
| 5. Maintain the quality of administration and management of ODL institutions. | 5.1 Analyse the elements of administration and management in an ODL context.<br><br>5.2 Apply the knowledge of administration and management of ODL to solve identified problems in a distance education context. |
| 6. Carry out basic research to improve daily practice in distance education in context. | 6.1 Highlight the benefits of research in distance education.<br><br>6.2 Identify possible problem areas in a distance education context.<br><br>6.3 Select appropriate research types in an ODL setting. |

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| | 6.4 Conduct research to address an identified problem in the ODL setting. |
|---|---|
| 7. Utilise skills in financing, budgeting, and financial management in distance education. | 7.1 Assess the main elements of financing in distance education.<br><br>7.2 Develop a budget for a distance education project.<br><br>7.3 Implement the budget in a distance education programme. |
| 8. Compile a portfolio reflecting students' understanding of ODL processes. | 8.1 Evaluate all aspects of the course which represent good examples of the learner's capabilities.<br><br>8.2 Develop a portfolio of lessons learnt on the CDE Qualification. |

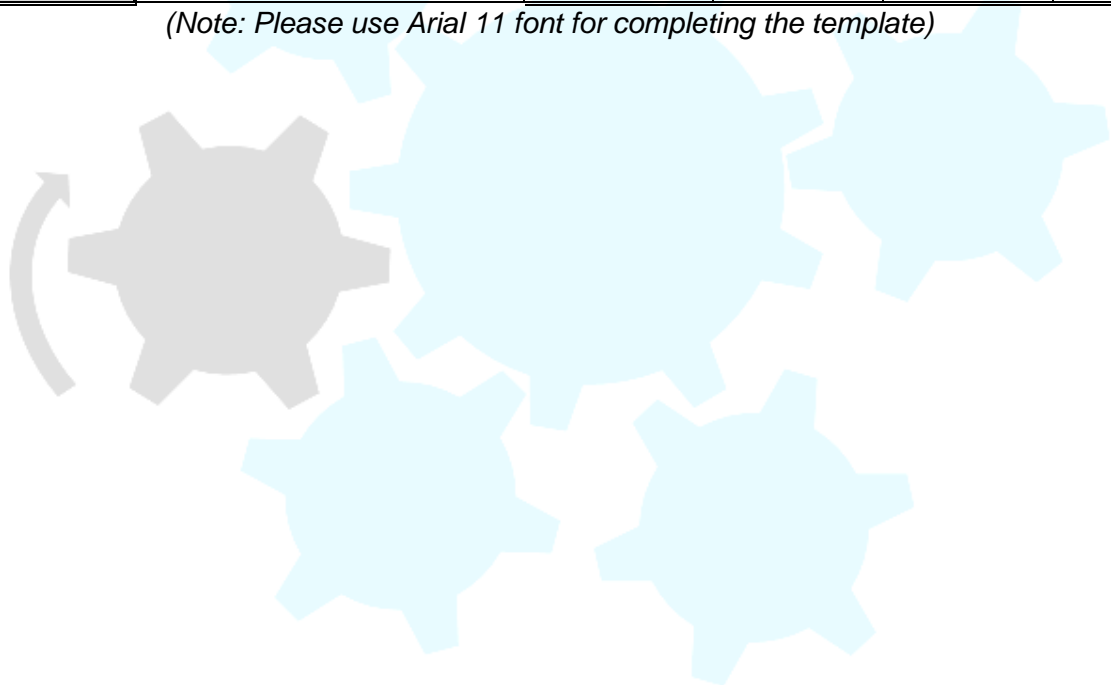*(Note: Please use Arial 11 font for completing the template)*

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| SECTION C | QUALIFICATION STRUCTURE | | | | |
|---|---|---|---|---|---|
| COMPONENT | TITLE | Credits Per Relevant NCQF Level | | | Total (Per Subject/ Course/ Module/ Units) |
| | | Level [ 5 ] | Level [ ] | Level [ ] | |
| FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units | Introduction to Distance Education | 5 | | | 13 |
| | Adult Education and Adult Learners | 5 | | | 13 |
| | | | | | |
| CORE COMPONENT Subjects/Courses/ Modules/Units | Distance Education Materials | 5 | | | 13 |
| | Learner Support Services | 5 | | | 13 |
| | Management and Administration of Distance Education Organisations | 5 | | | 13 |
| | Research in Distance Education | 5 | | | 18 |
| | Financing in Distance Education | 5 | | | 13 |
| | Portfolio (Learning Reflections Portfolio) | 5 | | | 24 |
| | | | | | |

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| ELECTIVE/ OPTIONAL COMPONENT Subjects/Courses/ Modules/Units | | | | | |
| --- | --- | --- | --- | --- | --- |
| | | | | | |

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| SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL | |
|---|---|
| **TOTAL CREDITS PER NCQF LEVEL** | |
| *NCQF Level* | *Credit Value* |
| **5** | **120** |
| | |
| | |
| *TOTAL CREDITS* | **120** |

**Rules of Combination:**

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

The credit combination for this qualification comprises 26 credits from the fundamental modules and 94 from the core components. There are no elective components for this qualification. The student must complete and pass all the **two (2) Fundamental** and the **six (6) Core modules** to be awarded the qualification.

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### *ASSESSMENT ARRANGEMENTS*

- Formative assessment will be 20% of the final score.
- Summative assessment will be 80% of the final score.

### *MODERATION ARRANGEMENTS*

**All assessors and moderators must be registered and accredited by BQA.**

### *RECOGNITION OF PRIOR LEARNING*

There will be provision of awarding this qualification through RPL following the BQA RPL policy and the ETP RPL Policy of the institution.

### *CREDIT ACCUMULATION AND TRANSFER*

**NOT APPLICABLE**

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

**Learning Pathways**

*Horizontal pathway*

Graduates can proceed to undertake study in other specialised areas of their choice, like Certificate V in Adult Education (at NCQF Level 5).

*Vertical Articulation*

Learners may progress to any qualification (Diploma programmes **at NCQF Level 6 and above)** of their choice in fields. Examples include:

- Diploma in Adult Education.
- Diploma in Educational Technology.
- Diploma in Instructional Design.

**Employment Pathways**

The following are the employment pathways for a graduate who has successfully completed this qualification:

- ODL practitioner.
- Learner support personnel.

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- Adult education trainer.
- Adult education organiser.
- Instructional designer.

### QUALIFICATION AWARD AND CERTIFICATION

- Candidates meeting prescribed requirements will be awarded a Certificate V in Distance Education in accordance with standards prescribed for the award of the qualification and applicable policies.
- Candidates should have completed and passed all courses including the portfolio representing a total of 120 credits.

### REGIONAL AND INTERNATIONAL COMPARABILITY (See the Qualification comparability matrix)

Attempts to get a similar level qualification, comparable at the Certificate V level was very difficult. In the whole of Africa, there is no qualification like this one, and at this level. The main qualification identified is at the postgraduate level.

Having said this, the CDEP compares with the Post Graduate Certificate in Distance Education of the Open University of the United Kingdom. Both qualifications are similar in their aim to develop the distance education practitioner. However, in the Open University of United Kingdom's qualification, there is a greater emphasis on the use of technology, whereas the planned CDEP, while utilising technology, emphasizes the use of print-based materials.

Also, the qualification at the Open University of UK is at the Frameworks for Higher Education Qualifications (FHEQ) Level 7 while that of BOU is at the NCQF Level 5. The total number of credits at the OOUK is 60 while the credits at BOU is 120. BOU and the Open University of UK offer their qualifications online, are focused on distance education, and are aimed at enhancing the professional skills of distance education and similar practitioners. Although the emphasis of the OUUK qualification is on technology, as reflected in its four core courses, there is an optional module on research which has additional 30 credits attached to it. Notably, the CDEP qualification also has a research module in it. On articulation, both qualifications articulate into the next NCQF (for BOU) and FHEQ levels (for OUUK).

Notably, the OUUK qualification does not have a module on adult education and adult learners. For this module, UNISA's Higher Certificate in Adult Basic Education and Training offers the relevant comparable module in the module *Exploring Adult Learning*. This is very similar to the CDEP Module *Adult Education and Adult Learners*.

### REVIEW PERIOD

This qualification will be reviewed after 5 years upon registration or as and when the need arises.

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